Would You Believe Up to 40 Percent Discounts For NEA Members on Auto Tires? (see page 3)

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 7, NO. 1 | JANUARY 19, 1968 | 7 | WASHINGTON, D.C.

NEA Calls for $6 Billion Massive Federal Aid Plan

A massive $6 billion federal aid program including substantial funds for improving teacher salaries has been drafted by the NEA Legislative Commission and will be introduced in Congress next month.

The bill provides basic grants to the states of $100 per school-age child (5 through 17 years), plus special "equalizing" grants to help the poorer states. Based on 1967-68 figures, the basic grant program would cost $5.26 billion. Chairman A. L. Gallop of the Legislative Commission said the equalizing grants are necessary to allow the poorer states to compete for qualified personnel and provide more equal education opportunitity for their children and youth.

50% for Salaries

The proposed legislation requires that at least 50 percent of each state's allotment be used for improving teacher salaries. The remainder of the state grant could be used for meeting urgent local needs, such as providing early childhood and summer school programs.

Mr. Gallop declared that the time has come for "a substantial infusion of federal money into the educational system. We believe that the federal share should be 25 percent. It is only eight percent today, even with ESEA and all the other categoric programs. The NEA bill would supplement existing programs and bring the federal share in school finance up to 20 percent in the first year of operation.

"Explosive" Situation

"The plain fact is that the states and localities are heavily burdened in trying to keep pace with the demand for better school offerings," he said. "Teacher militancy and inadequate state and local resources are producing an explosive situation which can be averted only by enactment of this kind of federal program."

The NEA Research Division estimates that first year basic grant allocations to the states, plus the equaliza-

(See $6 BILLION BILL, page 8, column 1)

Nelson L. Kreuze
Budget Committee Chairman

NEA Budget Committee Seeks Ideas

The NEA Budget Committee announced this week that it is inviting all NEA members to submit their ideas for strengthening the Association's program. The Budget Committee is now in the process of reviewing current NEA programs, examining plans for next year, and weighing present programs and plans in the light of their contribution to the developing Association priorities for 1968-69.

Members' ideas will be appreciated at any time, said Nelson L. Kreuze, chairman of the Budget Committee, but letters that arrive before March 1 will be most helpful to the committee in developing next year's budget. He urged members to write to the Budget Committee, % Office of the Budget Director, NEA Center.

Mr. Kreuze, who is an NEA director for Michigan, reported that the Budget Committee met at NEA Center December 15, 16, and 17. The committee met, for the first time in its history, with NEA assistant executive secretaries and with the directors of NEA-financed units.

Crisis Continues

Florida Teachers Threaten Walkout March 1 in Drive for School Funds

Florida's teachers have threatened to walk out of the classroom on March 1 unless the state's legislature comes up with $400 million to finance the state's sagging public schools. The teachers—acting as the delegate assembly of the Florida Education Association in Tampa December 28—voted unanimously to take this step if it becomes necessary.

Thus, the Florida school crisis continues to bubble.

On December 19, Gov. Claude A. Kirk, Jr., said that he would call a special session of the Florida legislature on January 29. Since then, he has received the long-awaited report of his Commission for Quality Education. The Commission's report was generally approved by FEA; what Florida teachers object to is the fact that the report does not suggest sources of funds for the school improvements it urges.

Meanwhile, Governor Kirk has further compounded the problem by announcing that he would like to take the matter of a tax increase to the public via a statewide referendum. "Any tax the people want to put on themselves, they're welcome to do," he said.

On December 28, FEA delegates adopted a resolution opposing a statewide referendum as a condition for additional school funds. Instead, FEA

(See FLORIDA TEACHERS, page 3, column 1)

Associations Lift Sanctions from Baltimore Schools

NEA suspended its sanctions against the Baltimore city school system on December 19 after receiving assurances that improvement of education will be given top priority by the city. The NEA Executive Committee took the action after Baltimore's new mayor, Thomas J. D'Alesandro III, agreed to a seven-point program for removing educational deficiencies in the schools. The Maryland State Teachers Association and the Public School Teachers Association of Baltimore also have suspended sanctions they had imposed.

NEA President Braulio Alonso said on December 19 that he was "highly impressed by the fine attitude of Mayor D'Alesandro and his apparent desire

(See BALTIMORE SANCTIONS, page 2, column 1)

NEA Membership Still on Upward Trend

At the turn of the year, NEA membership was substantially ahead of the same time last year. The figures for December 21 show an increase of 29,036 over the same period last year.

Dramatic increases are occurring in Michigan and Rhode Island, with both states showing a high percentage gain over last year's total. Michigan also has the largest numerical increase—23,420—with the indication that total membership in the state will be over 60,000 by the end of the school year. This is an important testimony to the success of statewide unification in Michigan.

Considerable numbers of enrollments are still in transit through the state associations. New methods of data processing have in some cases slowed down transmittals so that certain states at the moment are showing deficits.

Queried about these, John H. Starie, director of the NEA Division of Affiliates and Membership, replied: "From information I have from the states, I am confident that substantial gains will replace these deficits by the end of the year." Mr. Starie also indicated his belief that the Association would come very close to the informal goal set by Executive Secretary Sam M. Lambert of 1,100,000 by May 31, 1968. "In fact, I'm hopeful we can go beyond it," he said.

"But we can't be complacent," he went on. "We need renewed effort in almost every area to make sure that we enroll every possible member this year. I urge every local and state association to make a strong follow-up campaign now, particularly to ensure that every teacher coming into

(See NEA MEMBERSHIP, page 4)

NEA*SEARCH Reopens; '68 Travel Program Set

NEA*SEARCH, the Association's computer-based job-matching system, is ready again to assist teachers in locating jobs. Details and an application form appear on pages 11 and 12.

NEA's educational travel program offers bargains in tours, paced by jet flights to Hawaii. See pages 6 and 7.

SALARY DEVELOPMENTS

Milwaukee Teachers Win Record Salary Gains Plus School Improvements

Teachers in Milwaukee have won a new agreement that includes record salary increases, expanded fringe benefits, plus a large package of improvements in school services. The agreement, which went into effect January 1, was negotiated by the Milwaukee Teachers Education Association. Milwaukee teachers ratified the agreement on December 15 by a vote of 3,379 to 592.

Edward R. Neudauer, chairman of MTEA's negotiation committee, termed the agreement "a renaissance for education in Milwaukee." He pointed out that the settlement includes the first binding arbitration agreement between MTEA and the school board.

The agreement provides salary increases averaging about 20 percent—the highest teacher salary increase in the city's history. Dollar increases range from $950 at the B.A. base to $1,901 at the top of the schedule. The schedule ranges from a minimum of $6,800 to a maximum of $12,357. The base salary is now the highest for all major cities.

Other economic benefits negotiated by the association include a school board-paid Blue Cross program for teachers and their families—an added cash value of $140 per teacher. In addition, pay for summer school work has been increased, many extracurricular services are now to be paid, and the ceiling for cumulative sick leave has been increased to 120 days.

Package of Gains

The package of school service improvements won by the teachers includes the following:

- Employment of 1,100 lay aides
- Employment of 200 to 300 special teachers for art, music, and physical education
- Employment of 280 teachers for a summer school-community relations project
- Provision of added library facilities and services in elementary schools
- Reduction in class size (where space precludes immediate reduction, staff will be increased and aides assigned to reduce class load)
- Establishment of a special school for hard-core discipline cases
- Establishment of research and evaluation programs to focus on continuing improvement of educational services
- Expansion of the fully paid orientation program for teachers assigned to inner-city schools.

Sanctions Lifted From Baltimore

(Continued from page 1, column 2)

to provide better education for the children of Baltimore." The NEA president reported that the new mayor, after only one day in office, called a meeting with officials of the three education associations to discuss steps that would lead toward resolution of Baltimore's educational plight.

Mayor D'Alesandro personally toured many of the city's schools, observing the dilapidated physical conditions that were, in significant part, the reason for NEA's imposing sanctions last July.

"Mayor D'Alesandro certainly seems to be living up to the promise in his inaugural address when he declared that education is Baltimore's 'single most critical problem' and that 'our aim must be quality education for all of our young people,'" President Alonso said.

The NEA President also reported that the Baltimore Board of Estimates, after calling attention to the mayor's efforts in behalf of the schools, adopted a resolution asserting that "the public and the Board of School Commissioners be assured that quality education will receive first priority from the City of Baltimore."

NEA listed the following conditions for the suspension of sanctions:

- Class size must be reduced
- Sufficient up-to-date materials of instruction must be provided
- School buildings must be adequately maintained
- An adequate professional staff must be recruited and retained by competitive salaries and fringe benefits
- Part-time schedules and overcrowding must be eliminated
- Supporting personnel and services must be provided for handicapped and emotionally disturbed children
- Portable, makeshift facilities currently housing pupils must be eliminated.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Florida Education Association	Florida Public Schools*
• National Education Association	Florida Public Schools*
• Ohio Education Association	Struthers Public Schools
• Pennsylvania State Education Assn.	Carlynton School District
• Pennsylvania State Education Assn.	Palmerton Area School District
• Pennsylvania State Education Assn.	West Mifflin School District
• Vermont Education Association	Fletcher Public Schools
• Washington Education Association	Mt. Vernon School District**

On December 29 the Maine Teachers Association, upon notification of a satisfactory settlement, removed sanctions against the Portland Public Schools.

* On October 18, the NEA Executive Committee, in cooperation with the Florida Education Association, agreed to place in abeyance the sanctions against the Florida public schools (see page 1).

** At press time, the Mt. Vernon Education Association had asked the WEA board of directors to lift the sanctions from the school district.

Teacher Power Is the Subject at New Orleans Clinic

Some 200 Southern teachers took part in a political clinic December 8-10 in New Orleans. Shown here at one of the clinic sessions are (left to right) NEA Immediate Past President **Irvamae Applegate,** Louisiana Education Association President **Alphonse Jackson, Jr.,** and NEA President-Elect **Elizabeth D. Koontz.** During the conference, Mrs. Koontz said that teachers are no longer content to sit by while politicians and the public make decisions for them. Teachers have come out of hibernation and will not refrain from participating in the democratic process, she said.

Teachers Out of Political Hibernation, President-Elect Koontz Says at Clinic

Teachers will no longer be content to be told by politicians and the public to "do the teaching in the schoolhouse and leave the driving to us," NEA President-Elect Elizabeth D. Koontz told the 200 participants in the Political Citizenship Clinic held December 8-10 in New Orleans. In the South the teaching profession has been exploited and the education enterprise crippled by those "who raised the ugly issue of race in order to be elected," she said. Southern educators were kept intimidated, she said, through absence of good tenure laws, subtle and overt economic pressures, implied and voiced threats, low salaries, inadequate school funds, and a dual school system.

But teachers in the South—and elsewhere—have come out of hibernation, she declared. They won't tolerate any more a "split personality" which decrees that they teach democracy, but refrain from participating in the democratic process.

Statewide political clinics for teachers are scheduled in some 40 states on April 5-7, which has been designated Teachers in Politics Weekend. Information about proposed clinics is available from state education association headquarters and from the NEA Citizenship Committee at NEA Center.

The political clinic was sponsored by NEA and 12 affiliated state education associations. It was the twelfth in a series coordinated by the NEA Citizenship Committee.

At the final session of the clinic, NEA President Braulio Alonso called for organized "teacher power."

"Waiting for magnanimous and benevolent public action has not given the teaching profession what it needs, and indeed has made educational conditions worse," he said.

Teachers are in revolt, he declared, against substandard teaching conditions, overcrowded classrooms, big city ghetto education, educational short-changing of minorities such as the Indians and Mexican-Americans of the Southwest, and the "reaction, censorship, and prejudice" which buffet the teaching profession.

In another major speech, Irvamae Applegate, NEA immediate past president, exploded five fallacies that she believes have hindered teachers' political effectiveness: (1) you can't mix education and politics; (2) politics is dirty; (3) teachers don't have the same rights as other citizens; (4) teachers can't make much difference in political life; and (5) "politics is different where I come from."

Teachers can make a difference in politics if they want to, she said, adding: "There are two million teachers in this country, 90 percent with bachelor's degrees, who read, travel, keep up with current events. If they can't make a difference, who can?"

Participants also heard from Sen. Leroy R. Johnson, first Negro to be elected in 1962 to the Georgia State Senate in 92 years, and Rep. Rodney Cook of the Georgia General Assembly.

Sen. Johnson said some politicians love teachers only so long as the latter remain politically naive, disorganized, divorced from real involvement, and willing to let politicians do the thinking for them.

Rep. Cook struck a similar note when he told the clinic that teachers' political silence hurts education, and the only way teachers will get improvement is to "make a lot of noise."

He pointed out that minorities are able to influence governments because they organize, get out and vote, know who and what the candidates are, support and raise money for the candidate of their choice. "Teachers will be amazed," he told participants, "at how much influence they will have if they do likewise."

Syracuse Affiliate Tops Union

The Syracuse (New York) Teachers Association downed the city's teacher union 1,023 to 370 in a representation election January 8, Hazel Tuller, STA president reported.

Tire, Battery Discount Credit Card Offered

Association Members Will Receive Up to 40 Percent Discounts On Well-Known Companies' Products

NEA and state education association members are now eligible for a credit card that entitles them to up to 40 percent discounts on the products of five major tire companies. The credit card is being offered through Teachers Services Corporation, set up by NEA to provide economic benefits for NEA and state association members.

The credit card—which costs just $3—gives discounts on Firestone, Goodrich, Goodyear, Uniroyal, and General tires from all factory outlets and franchised dealers in the United States.

Specifically, the card brings up to 40 percent discount on all highway tires, up to 35 percent discount on mud and snow tires, and up to 25 percent discount on major brand batteries.

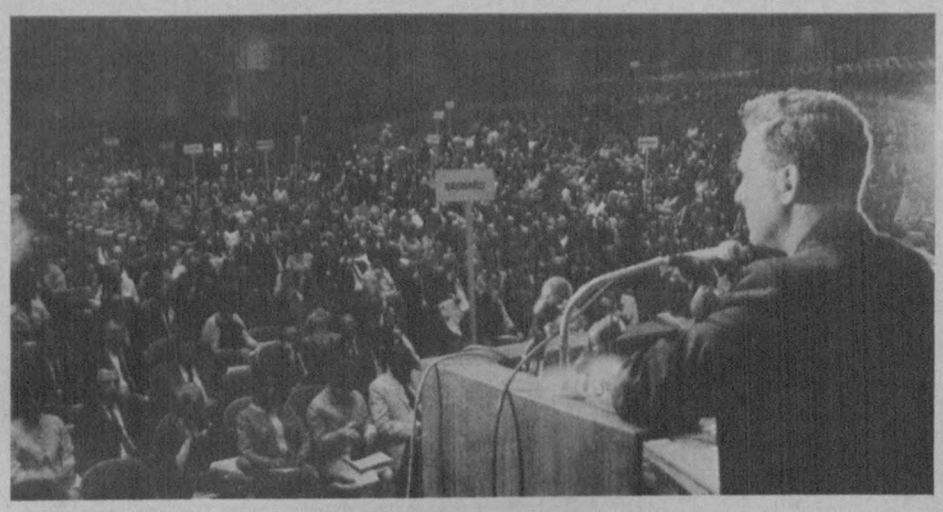
The tire and battery discounts are the first of a series of discount offerings that are planned by Teachers Services Corporation. Members who subscribe to the TSC credit card program before July 1, 1968, will be registered as charter members and will be notified automatically of new products that may be bought at discounts as they become available.

TSC plans to use nationally recognized merchandizing systems as agents for the discount programs. Arnold Wolpert, director of the NEA Special Services Division, said that all the discount programs will be provided at the lowest possible cost to members.

Charles R. Jones, TSC national coordinator for auto leasing, added these details about the tire and battery discounts:

- Members get the added convenience of credit card purchasing.
- The card will be honored at some quarter of a million company stores and franchised outlets distributing the products of Firestone, Goodrich, Goodyear, Uniroyal, and General.
- Tire installation is free under the plan and no trade-in tires are needed to obtain the discount.
- Members pay when billed by TSC, with no interest or service charges.
- All normal services and guarantees are extended to NEA buyers.

All NEA members who are also members, if eligible, of their state education association may send immediately for their discount credit cards. To enroll, members merely fill out the application form below, enclose a check or money order for $3 made payable to Teachers Services Corporation, and mail both to NEA, P.O. Box 19049, Washington, D.C. 20036.



In Tampa, Florida: Teachers Set Deadline

President of the Florida Education Association, **Dexter H. Hagman,** speaks before the more than 2,000 teachers who made up FEA delegate assembly on December 29. The teachers voted unanimously to set a March 1 deadline for action by Florida's legislature to better finance the state's ailing schools.

Florida Teachers Threaten Walkout

(Continued from page 1, column 3)

urged removal of all state constitutional prohibitions against any type of tax, including the income tax.

As of mid-January, more than 32,000 resignation forms submitted by FEA members were being held in association offices for use if needed.

FEA and NEA sanctions remain in abeyance. The NEA Executive Committee placed the sanctions in Florida in abeyance on October 18 after Governor Kirk agreed to ask for an early report by the Commission for Quality Education and to call an early special session of the legislature. FEA sanctions were placed in abeyance at the same time.

NEA sanctions have been in effect on the state of Florida since June 5, 1967. On July 21, the Executive Committee voted to stiffen the sanctions by advising the nation's leading corporations, banks, industrial organizations, financial press, and their executives of the deficiencies in the Florida public schools.

The stiffer sanctions were requested by FEA, which had imposed sanctions May 24 and stiffened them June 3.

The current Florida school crisis began in March 1965, at which time FEA urged the 1965 session of the state legislature to take steps to improve school conditions. When that legislature failed to act positively, FEA asked for an NEA investigation of state school conditions.

Student Teaching Clinic

The Association for Student Teaching will hold a clinic on "The Cooperative Urban Teacher Education Program" on April 24-27 in Kansas City, Missouri.

NEA REPORTER

Published monthly except August (two issues in October) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400

Braulio Alonso ..... President
Sam M. Lambert ... Executive Secretary
John D. Sullivan ... Assistant Executive Secretary for Information Services

• • • •

Prepared by the NEA Journal Division:
Mildred S. Fenner ..... Editor
Walter A. Graves ..... Associate Editor
Marshall O. Donley, Jr. ... Assistant Editor
Dorothy K. Pierce .... Editorial Associate

Send news items to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 60 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

Cut here and mail to TSC, Box 19049, Washington, D.C. 20036

DISCOUNT PURCHASE CREDIT CARD
APPLICATION FORM
TEACHERS SERVICES CORPORATION
NATIONAL EDUCATION ASSOCIATION

CORPORATION

Name ..... Soc. Sec. No. .....

Address ..... Tel. No. .....
Street

....
City *State* *Zip Code*

For TSC USE ONLY

Employer .....
School District or Agency

.....
Street

.....
City *State* *Zip Code*

Spouse ....
Name *Employed by*

1. Classification of NEA membership: ☐ Regular ☐ Active ☐ Life ☐ Student ☐ Am applying ☐ Other .....
2. State Association Membership ..... ☐ Not eligible
Name
3. Local Association Membership ..... ☐ Not eligible
Name
4. Bank Reference ....
Name *Branch or Town*
5. Active Credit Accounts ....
Name *Kind of account or business*

....
Name *Kind of account or business*

I hereby apply for a Teachers Services Corporation Discount Purchase Credit Card. The statements made in this application are, to my best knowledge and belief, true and accurate. I enclose the three dollar ($3.00) enrollment fee. I agree to use the card only as authorized and to pay promptly upon demand all purchases made upon the card.

....
Date Signature

MAKE CHECK PAYABLE TO Teachers Services Corp. MAIL APPLICATION TO TSC, P.O. Box 19049, Washington, D.C. 20036

NEA Membership 29,036 Over Last Year

(Continued from page 1)

the system for the first time in the second semester is urged to join."

Mr. Starie pointed out that two states, Kentucky and Washington, are on automatic payroll deduction plans. "This makes it very easy for members to join," he said. "We would be very glad to assist other affiliates to set up this kind of plan."

In addition to Michigan and Rhode Island, enrollments higher than last year's total had occurred in Colorado, Delaware, Iowa, Louisiana, Minnesota, Nebraska, South Carolina, Utah, and Wisconsin. Altogether, 15 states show increases of more than 1,000 members over the same time last year. Mississippi, which was the high percentage gainer last year, continues to grow, with a 13 percent gain at this time. Other solid gains have appeared in New England and in New York, Pennsylvania, Ohio, and Virginia.

A significant increase in the number of life members has also been evident this year. Attributing this in part to a probable rise in the life membership fee next year, Mr. Starie commented, "I'm happy to see this. When a member lays $225 on the line or signs up for 10 annual installments of $25, he indicates a firm commitment to the Association."

Figures Reveal Membership High In Urban Areas

In 44 urban areas where NEA membership reporting is substantially complete, gains have been shown over last year's total. Seventeen of these cities account for a total increase of 5,198 members or a gain of 19 percent.

Listed in the order of their numerical gain, these are:

Association	Members	Gain
St. Louis Suburban	8,231	891
Chattanooga	1,881	829
Columbia, S.C.	1,765	704
Houston	2,400	500
Des Moines	1,704	314
Brevard Co., Fla.	1,523	257
Montgomery Co., Md.	4,419	218
Flint	914	214
Gary	350	176
Grand Rapids	575	172
Newport News	1,029	168
Springfield, Mass.	670	167
Racine	1,316	153
Dearborn	389	142
St. Paul	1,192	117
Denver	2,741	99
Minneapolis	1,652	77

DuShane Funds Help Protect Teacher Rights in the South

NEA and the Alabama State Teachers Association recently joined the Legal Defense and Education Fund of the National Association for the Advancement of Colored People to help protect the rights of teachers as schools desegregate in the 99 counties affected by the recent U.S. Supreme Court ruling. A check for $14,000 from the NEA DuShane Fund for Teacher Rights was contributed to help in the defense of the teachers. At a meeting of the National Council of Urban Education Associations in Detroit, **John W. Davis** (center), director of the teacher information and security program of the Legal Defense and Education Fund, discusses defense strategy with **Joe L. Reed** (left), ASTA executive secretary, and **Sam M. Lambert** (right), NEA executive secretary.

NEA Membership by States

STATE	Dec. 21 1967 Total	May 31 1967 Total	Percent of May 31 Total
Alabama	14,820	22,688	65.3
Alaska	2,380	2,427	98.1
Arizona	13,221	14,074	93.9
Arkansas	7,671	10,461	73.3
California	29,697	84,417	35.2
Colorado	15,867	15,357	103.3
Connecticut	7,817	9,072	86.2
Delaware	2,925	2,723	107.4
District of Columbia	1,473	3,436	42.9
Florida	8,695	31,924	27.2
Georgia	19,973	26,296	75.9
Hawaii	5,803	6,014	96.5
Idaho	6,305	7,174	87.9
Illinois	35,144	41,070	85.6
Indiana	25,223	31,729	79.5
Iowa	27,040	26,434	102.3
Kansas	22,211	25,704	86.4
Kentucky	23,996	25,501	94.1
Louisiana	3,800	3,567	106.5
Maine	6,576	6,754	97.4
Maryland	18,390	22,544	81.6
Massachusetts	12,769	15,296	83.5
Michigan	49,220	34,204	143.9
Minnesota	21,474	21,074	101.9
Mississippi	4,104	5,831	70.4
Missouri	27,365	28,886	94.7
Montana	7,249	7,325	99.0
Nebraska	11,362	10,675	106.4
Nevada	4,247	4,504	94.3
New Hampshire	3,438	3,628	94.8
New Jersey	2,413	28,549	8.4
New Mexico	9,255	9,817	94.3
New York (State)	29,978	32,154	93.2
New York City	747	1,565	47.7
North Carolina	27,238	36,234	75.2
North Dakota	4,665	5,331	87.5
Ohio	42,981	50,841	84.5
Oklahoma	18,766	18,914	99.2
Oregon	17,352	20,656	84.0
Pennsylvania	51,382	62,633	82.0
Puerto Rico	2,926	2,993	97.8
Rhode Island	1,177	784	150.1
South Carolina	15,404	14,163	108.8
South Dakota	5,015	5,033	99.6
Tennessee	27,246	29,747	91.6
Texas	33,784	45,054	75.0
Utah	11,087	11,082	100.0
Vermont	2,162	2,174	99.4
Virginia	23,053	25,104	91.8
Washington	28,721	33,695	85.2
West Virginia	17,202	17,412	98.8
Wisconsin	16,672	16,226	102.7
Wyoming	3,422	3,907	87.6
Overseas Dep. Schools	2,202	2,559	86.0
Foreign and Others	939	1,040	90.3
Total	836,044	1,028,456	81.3

Fitness Plan for Retarded Children Cosponsored by NEA Department

More than one million mentally retarded children will be able to participate in a new national physical fitness program, the first of its kind in this country, which was announced early this month in Washington by the Joseph P. Kennedy, Jr., Foundation and American Association for Health, Physical Education, and Recreation (an NEA department), in cooperation with the President's Council on Physical Fitness.

Starting in February, special physical fitness awards will be available to all mentally retarded, from preschoolers to young adults. They will qualify by meeting the standards on a fitness test specially adapted to their abilities.

Mrs. Eunice Kennedy Shriver, executive vice-president of the Kennedy Foundation, in announcing the program, urged parents of retarded children to contact their local schools to be sure they test them and enroll them in this program. "It is especially important that parents participate with and assist their children," she said.

Fitness badges will be distributed through every school, institution, and recreation agency which applies. The program is designed to improve the performance of the retarded not only in the gymnasium and on the playground but at home, in the classroom and, eventually, on the job.

The Special Fitness Awards are an extension of the Youth Fitness and Presidential Fitness Awards which have proven so successful in stimulating more and more young Americans to attain higher levels of fitness. Over one million children have won Youth Fitness crests since this program was initiated eight years ago. Another 50,000 boys and girls are members of President Johnson's "All-American Team." The great majority of the retarded, however, are from two to six years behind normal children in the development of physical fitness. As a result they have little or no chance of winning the regular awards.

The new program is also designed to encourage participation by the retarded in a variety of physical activities. Candidates for awards are expected to engage in sports and recreational activities for at least 30 hours—outside of regular school hours—within a period of three months.

Teachers in Kansas Vote for Unification

The Kansas State Teachers Association's delegate assembly voted overwhelmingly on January 6 to embrace three-way unification of membership as soon as possible, KSTA Executive Secretary Melvin E. Neely announced last week. Kansas teachers will be offered local, state, and NEA membership as one package beginning in September 1968, he said, unless an amendment to KSTA's constitution is required, in which case the unification move would have to be delayed one year.

Other states that have made unification plans recently include Maine, Nebraska, New Mexico, and Wyoming. Michigan Education Association members are unified this year—local, state, and national.

The February 16 NEA Reporter will include details on a number of unification moves made this school year.

7,993 Hold Shares In NEA Mutual Fund

As of January 5, the NEA Mutual Fund had total assets of $9,766,825. The net asset value per share was $11.75 and the offering price was $11.99. The number of shareholders on the same date was 7,993, fund officials reported.

For a free copy of the latest version of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

Superintendents Will Discuss Music Education

Some 100 school superintendents representing large and small school districts from New York to California have accepted an invitation to participate in a series of panel discussions on issues affecting music in American education. These sessions will be featured during the 21st National Biennial Convention of the Music Educators National Conference, to be held March 14-19 in Seattle. MENC is an NEA department.

Louis G. Wersen, president of MENC and director of music in the Philadelphia Public Schools, extended the invitation to superintendents across the country as an action sequel to the Tanglewood Symposium on "Music in American Society" which MENC sponsored last summer to explore roles and functions of music education for the future. Two days, March 18-19, of the convention program will be structured around topics stemming from the symposium, such as "the future of music education," "music in the inner city," and "new resources for music education."

Classroom Teachers Introduce Mini-Clinic

The NEA Citizenship Committee is sponsoring half-day Political Mini-Clinics for Teachers at each of the six regional conferences of the Association of Classroom Teachers this school year. The fast-paced, total-involvement sessions are designed to give teachers a rapid introduction to the hows and whys of political action.

The first of the mini-clinics was held during the ACT regional in Atlanta November 10. The remaining five will be included in the regionals in Wichita, Kansas (February 1-3); Eugene, Oregon (March 7-9); Sacramento (March 21-23); Washington, D.C. (March 28-30); and Lansing, Michigan (April 18-20).

Carr Scholarship Fund Growing; Will Provide Graduate Awards

The William G. Carr Scholarship Fund now totals more than $21,000. The first scholarship of $1,000 will be awarded in 1968 for a graduate student to pursue studies designed to improve some aspect of professional association work. Interest that accrues from the fund will be used for the annual award.

A staff committee will be authorized to screen the names of applicants down to 10, and a subcommittee of the NEA Executive Committee will be appointed to select the final winner of the 1968 William G. Carr Scholarship Award.

The fund was begun last summer in honor of NEA's executive secretary who retired August 1. It was set in motion by a committee appointed by the then NEA president, Irvamae Applegate, to plan ways of honoring Dr. Carr. The citation read: "William G. Carr Scholarship Fund, established by his friends and colleagues to honor a lifetime of distinguished service to children, to teachers, and to the organized profession in the United States and abroad."

Dr. Carr served the NEA in various capacities for 38 years, beginning in 1929. He became executive secretary in 1952. Dr. Carr also served as secretary-general of the World Confederation of Organizations of the Teaching Profession from its founding in 1952, and still continues in that capacity. WCOTP was formed by the merging of three international organizations, one of which was the World Organization of the Teaching Profession, which Dr. Carr served from 1946. His service to education goes back to 1924, when he became a junior high school teacher in California. Later he was a professor of education at Pacific University and director of research for the California Teachers Association.

The William G. Carr Scholarship Fund was established to provide a flexible graduate scholarship in either of two areas of intense interest to Dr. Carr: (1) the development of effective and independent professional education associations; and (2) the field of international education.

The NEA Executive Committee recently voted to recommend that NEA make an annual $2,000 contribution for the fund for a period of 10 years.

All NEA affiliates have been invited to contribute to the fund. Individuals may contribute by sending checks to Carr Scholarship Fund, Accounts Division, NEA Center. The checks, which are tax deductible, should be made out to "National Education Association" and marked for the William G. Carr Scholarship Fund (see coupon below).

Anyone interested in applying for the scholarship of $1,000 may write to the William G. Carr Scholarship Fund Committee at NEA Center.

NEA and Publishers Of Textbooks Issue Guide to Spending

The Joint Committee of the NEA and the American Textbook Publishers Institute recently issued a report, "How much should you spend for textbooks and related printed instructional materials?" Results have been published in a pamphlet, *Guidelines for an Adequate Investment in Instructional Materials.* A companion pamphlet, *Guidelines for Textbook Selection,* has recently been revised. This contains a statement by the joint committee outlining criteria for textbook selection and describing the roles of boards of education, administrators, classroom teachers, and publishers and their representatives.

The pamphlets are available at 35¢ each from the NEA Publications Sales Office.

NEA School Librarians Get $Million-Plus Grant

A grant of $1,163,718 has been awarded to the American Library Association by the Knapp Foundation of North Carolina, Inc., to finance a school library manpower project. The project, designed to operate for five years, will be administered by the American Association of School Librarians, a department of the NEA and a division of the ALA.

The project's goal is to examine the problem of developing and utilizing school library manpower to the fullest extent possible.

February 1 Deadline Set for Scholarships At East-West Center

February 1 is the deadline for American high school teachers who want to apply for all-expense scholarships at the East-West Center of the University of Hawaii. The scholarships cover an 11 to 14-month period of graduate work in Asian studies. At the university, American social studies and humanities teachers are matched with Asian teachers in a joint program of study and interaction.

Candidates for admission must be teachers (grades 7-12) in service, with a college degree, and holding a tenure appointment. Candidates for the scholarship must be under 35.

The National Council for the Social Studies, an NEA department, is cooperating with the center in recuiting for the program. Inquries should be sent to: Dr. Ronald Anderson, Teacher Interchange Program, c/o College of Education, University of Hawaii, Honolulu 96822.

Role of Administrators Will Be Theme for Secondary Principals

"The Strategic Role of the Secondary School Administrator" is the theme of the 52nd annual meeting of the National Association of Secondary School Principals, a department of the NEA. The meeting, which is expected to draw over 10,000 administrators, is scheduled February 10-14 in Atlantic City.

Among the speakers will be the Hon. Dean Rusk, U.S. Secretary of State; Peter F. Drucker, professor of management, New York University, and internationally known management consultant who is author of *The Effective Executive;* James E. Webb, of NASA; and Jack Valenti, of the Motion Picture Association of America.

In addition to business and general sessions, the agenda includes idea-exchange sessions and seminars.

Association Again Enters Court Battle On Back Pay for Overseas Teachers

NEA has entered an amicus curiae brief before the U.S. Supreme Court in support of a petition for certiorari in a case involving back pay for teachers and former teachers in the Department of Defense overseas schools. This is the latest round in a court battle initiated by the Overseas Education Association and the NEA against the Secretary of Defense for failure to comply with a 1959 law requiring that DOD teachers be paid salaries "in relation to the rates of basic compensation for similar positions in the United States."

The Department of Defense failed to abide by the 1959 act, on the grounds that appropriations were not adequate. NEA and OEA contend that, since by his own admission the Secretary of Defense failed to request adequate appropriation, he willfully violated the law and "subsidized the operation of the overseas schools out of the salaries of the teachers."

The petition for certiorari, if granted, will clear the way for arguments before the Supreme Court on the merits of the case. Attorneys for the DOD teachers have estimated that approximately $20 million in back pay for some 20,000 teachers is involved.

NEA Launches Inquiry in Wyoming

NEA—acting through its Professional Rights and Responsibilities Commission—has begun a preliminary inquiry into school financing in Wyoming. A four-man inquiry team, led by PR&R Commission Associate Executive Secretary Jack H. Kleinmann, plans to visit Wyoming January 29-30.

Other members of the inquiry team are Helen E. Hay, Denver classroom teacher and a member of the PR&R Commission; Victor Hornbostel, of Bowling Green State University; and Donald W. Shanor, Wyoming Education Association acting executive secretary.

The inquiry was requested by the Wyoming association.

TO: Carr Scholarship Fund
Accounts Division
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

YES, I would like to contribute to the William G. Carr Scholarship Fund.

Enclosed is my check or money order for the fund.

Make checks payable to "National Education Association."

Name_____

Street_____

City, State, and Zip Code_____

Cut here and mail

Jet Flights to Hawaii Set Pace for NEA

Seven Low-Cost Tours Offer Members Weeks In Sun-Drenched Island

Seven chartered aircraft will jet NEA members and their immediate family members to Hawaii next summer for two-week tours in the sun. The flights are offered by NEA's Division of Educational Travel, using deluxe chartered jet aircraft that will leave from New York, Chicago, and Indianapolis.

The chartered Hawaii flights are a repeat of a hugely successful service offered last summer.

The popularity of the Hawaii package is partly explained by the extremely low cost of the all-inclusive two-week tour package, which includes special prices for children. Transportation, hotel accommodations, sight-seeing, the services of a tour director, a gala Hawaiian luau—even accident insurance coverage—all are included in the tour package priced at $447 from Chicago, $453 from Indianapolis, and $491 from New York.

Departures are set from June 30, July 14, and August 11 from Chicago; July 7, July 21, and August 4 from New York; and July 28 from Indianapolis.

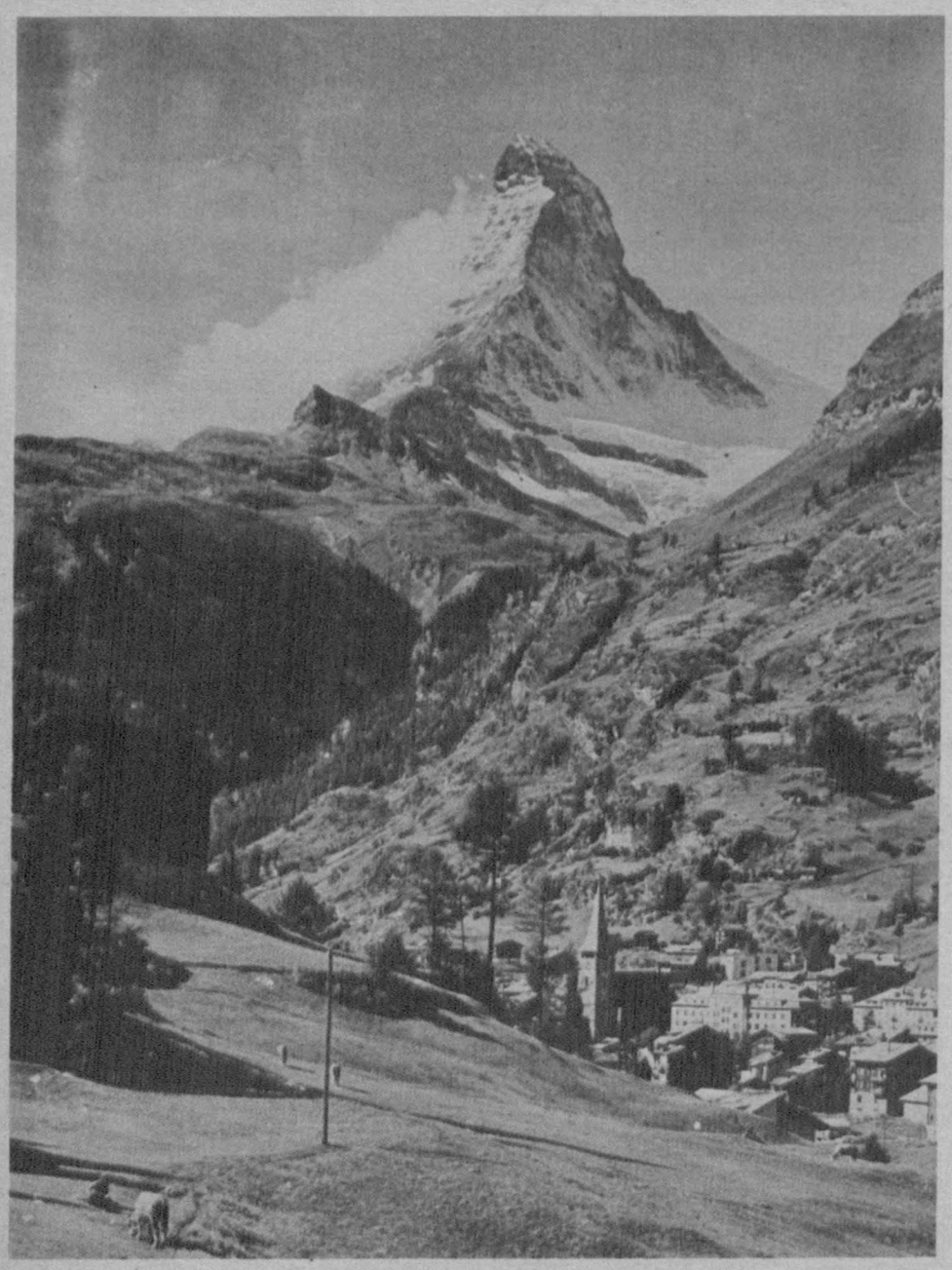
Sight-seeing included in the tour price will take the group members around the island of Oahu as well as to Pearl Harbor Naval Base. A visit to the Polynesian Cultural Center will provide members a chance to learn about the history of the Hawaiian peoples. Additional touring of the other Hawaiian islands will be available at added expense.

NEA sponsorship makes possible the exceptionally low prices for these travel offerings. The coupon at the top of the next page is designed to bring members prompt full information on all the NEA travel programs. To get further details on the Hawaii tours, check the box preceding "Enchanting Hawaii" on the coupon.

SYMBOL OF HAWAIIAN HISTORY: NEA members who tour Hawaii this summer will have an opportunity to learn about the history of the islands via guided visits to Pearl Harbor, the Polynesian Cultural Center, and (shown here) the statue of Kamehameha I, once ruler of the kingdom.

Travel for In-Service Education

NEA is aware of President Johnson's call for limits on unnecessary foreign travel. The NEA-sponsored program of educational travel, however, is an essential part of the teacher's continuing education. It promotes international understanding, provides the teacher with an increased range of teaching materials and information, and increases the teacher's self-confidence and professional stature, all to the ultimate benefit of the school children.



NEA TOURS REVEAL THE SPLENDORS OF THE OLD WORLD: Here the famous Matterhorn rises above Zermatt in the Valais, Switzerland.

NEA Jets to Europe Save Me

The NEA Division of Educational Travel will charter 12 jet planes this summer to provide NEA members and their families low-cost transatlantic transportation. The division announced this week that round-trip fares under the NEA plan will cost $470 per person *less* than ordinary round-trip, first-class jet fare.

The jet flights are open to any NEA member, plus spouse, dependent children, and parents who live at the home address of the eligible members. Membership must have been in force prior to December 1, 1967.

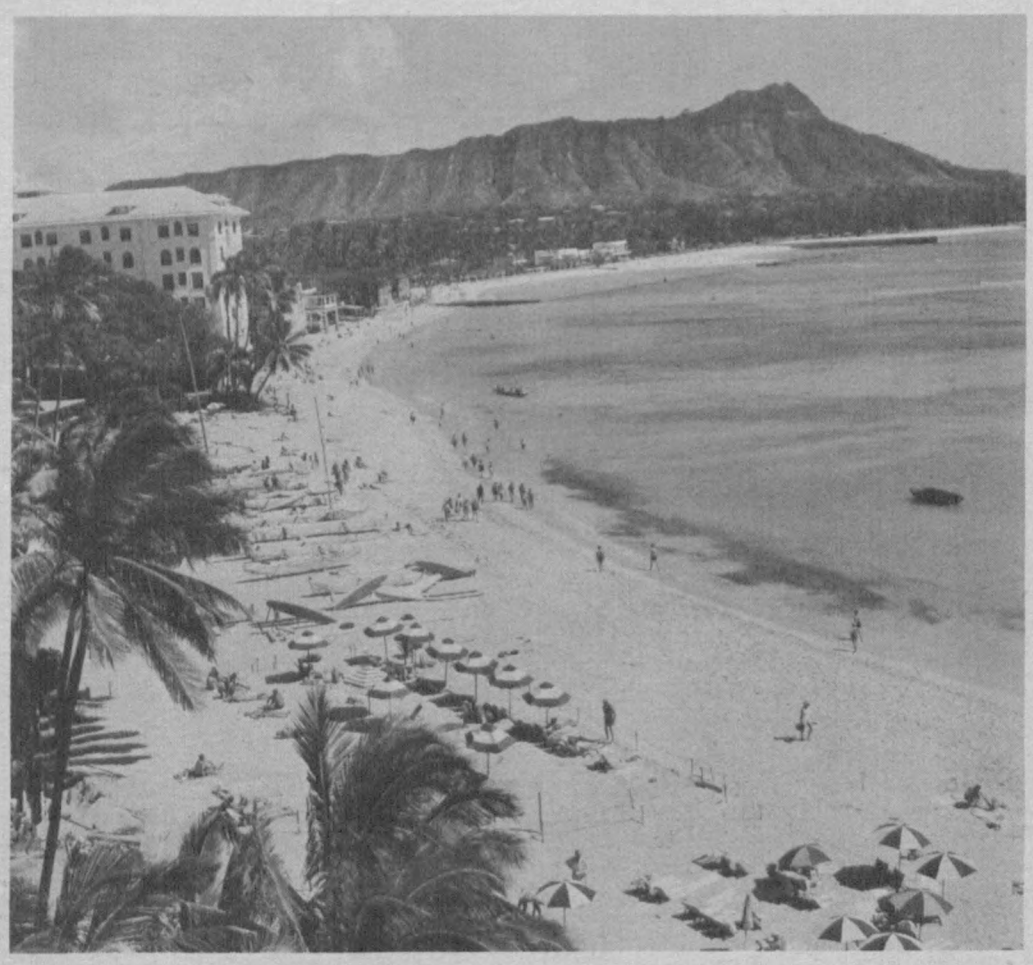
The NEA flights will depart from New York, Chicago, and Pittsburgh on a range of dates from June 26 through August 6. The schedules allow for varying lengths of stay in Europe.

The flights listed at right include transportation only, for adults and for children over two years of age. (Full-scale NEA tour packages are also available. The NEA Travel publication, "Windows on the World," describes such tours—use the coupon at the top of page 7 to request it.)

Switching from one flight to another, as for example attempting to return westbound on a date other than that for which return is scheduled, will not be permitted.

NEA TOURISTS MEET THE PEOPLE: Skilled educators guide NEA members on all the Association-sponsored tours, ensuring an opportunity to meet the peoples of the world, such as this Okinawa farmer.

Educational Travel



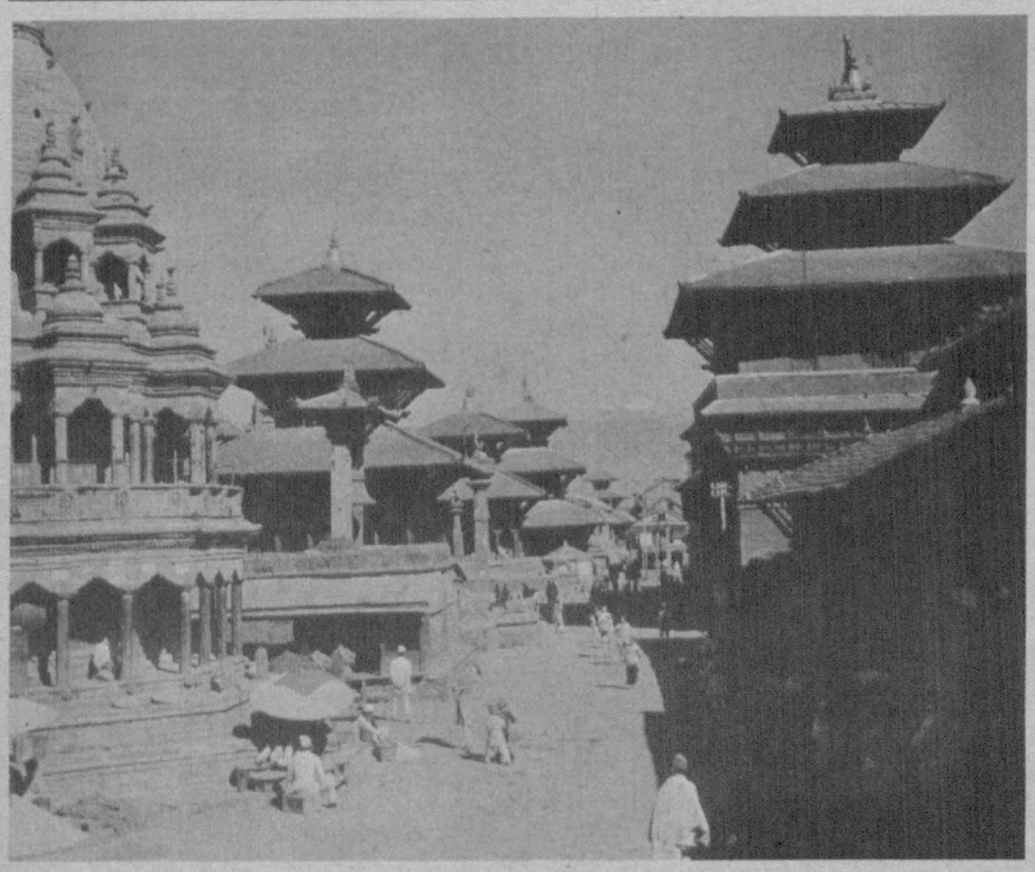
SYMBOL OF HAWAIIAN FUN: The sun-drenched Waikiki Beach on Oahu is one of the most famous sun-bathing spots in the world. Members who take the low-cost NEA tours to Hawaii this summer will spend many a happy day swimming and sunning on its fabulous sands.

embers Hundreds of $$$

NEA European flights scheduled for 1968

Code	Eastbound	Westbound	Round-trip Price
CW-1	Chicago-Paris, June 26	Paris-Chicago, Aug. 19	$337
CC-4	Chicago-Amsterdam, June 30	Amsterdam-Chicago, Aug. 13	$310
CC-1	Pittsburgh-Amsterdam, June 28	Amsterdam-Pittsburgh, Aug. 19	$305
CW-2	New York-London, June 27	London-New York, Aug. 20	$261
CC-2	New York-Amsterdam, June 29	Amsterdam-New York, Aug. 26	$282
CC-3	New York-Amsterdam, June 30	Amsterdam-New York, Aug. 28	$282
CC-5	New York-Amsterdam, July 2	Amsterdam-New York, July 29	$266
CT-1	New York-Amsterdam, July 2	Amsterdam-New York, Aug. 19	$280
CW-3	New York-Amsterdam, July 6	Amsterdam-New York, Aug. 26	$282
CC-6	New York-Amsterdam, July 8	Amsterdam-New York, Aug. 16	$282
CC-7	New York-Amsterdam, July 11	Amsterdam-New York, Aug. 15	$266
CW-4	New York-Amsterdam, Aug. 6	Amsterdam-New York, Aug. 30	$249

Check "Chartered Transportation to Europe" on the coupon at the top of this page to obtain additional details on the transatlantic flights.



NEA TOURISTS SEE FARAWAY PLACES: Association-sponsored tours range from inexpensive Western hemisphere visits to luxury around-the-world all-summer journeys that take members to such exotic places as Katmandu, Nepal, shown above.

To: NEA Division of Educational Travel
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Use pencil or ball-point pen

Please send me free descriptive brochures as follows:

- ☐ "Windows on the World," listing all the 1968 NEA-sponsored full-service tours.
- ☐ "Budget Tours for Dollar-Conscious Travelers."
- ☐ "Enchanting Hawaii," telling of two-week tours with transportation, hotel accommodations, and sightseeing included for $447 from Chicago, $453 from Indianapolis, or $491 from New York.
- ☐ "Chartered Transportation for Europe," telling of trips without tour arrangements for as low as $249 round-trip.

My NEA membership status is as follows:

☐ Member ☐ Nonmember

Name _____

Street _____

City _____

State _____ Zip Code _____

NEA Reporter 1/68

Cut here and mail

NEA Travel Program Ranges From Washington-UN Seminar To Around-the-World Journey

A broad range of travel benefits is open to members of local, state, and national education associations. Coordinated by the NEA Division of Educational Travel, available programs include low-cost tours to Hawaii; economical transatlantic jet flights; a seminar to Washington, D.C., and to the United Nations headquarters in New York City; and budget tours throughout the world.

Association members may take their immediate families with them at the low rates.

Among the educational tour bargains offered to members this year are the following:

The Washington-United Nations Seminar—The NEA Division of Educational Travel, in cooperation with the National Council for the Social Studies, is offering a five-week seminar on the federal government and the United Nations. The seminar—centered in the nation's capital and the UN headquarters in New York City—enables the study group to experience at first hand the intricacy of the workings of the two most important governmental organizations in the world today.

Seminar sessions take the group members into the halls of government and bring them into contact with representatives of the most important departments of the federal government.

Housing and the cost of the educational arrangements, as well as the services of the seminar coordinator, Dr. Henry Ware, are included in the price of $392 for the Washington portion (June 16 to July 12) and $117 for the New York portion (July 12 to 19).

The Washington portion of the seminar may be taken alone if the participant so desires.

Mankato (Minnesota) State College will enroll participants for academic credit in connection with the seminar for a modest tuition fee.

The Budget Tour Series—Members who are not yet experienced travelers may prefer the fast, comprehensive, and comfortable budget NEA tours.

Budget travel in Europe. Typical of the NEA budget tours to Europe is a 32-day bus itinerary through the Netherlands, Germany, Switzerland, Austria, Italy, Monaco, France, and England. The price of $880 includes transportation, housing, the services of a tour director, insurance, and 47 meals. Transportation is via economy-class jet transatlantic and in chartered private motorcoaches in Europe.

Other budget tours. Six South American countries in a 22-day tour for $945; a 22-day Soviet Union tour for $920; around the world in 27 days for $1,775.

"Windows on the World"—The bulk of Association-sponsored travel programs is described in a folder titled "Windows on the World." To request a copy of the folder, use the coupon at the top of this page.

None of the NEA tours is commercially oriented or commercially operated. The tours in the standard series (described in the folder) are more leisurely and more fully developed than the budget tours. There is a wider selection too, with Europe, the Soviet Union, the Mediterranean, the Pacific, Latin America, Canada, and around-the-world tours included.

The price range is broad, with tours of Mexico and of Western National Parks being offered for less than $400. On the other hand, extensive around-the-world tours taking 56 days, with most meals included, are $2,698. An inexpensive, yet enjoyable, tour is a freighter cruise in the Caribbean region for $595 to $825 per person, depending on the cabin accommodations desired by the tourist.

Tour of 12 African Countries—A 46-day tour of 12 African countries will leave New York City on July 2, returning on August 16. The group flies first to Athens, then tours the following African countries: Sudan, Ethiopia, Kenya, Uganda, Tanzania, Zambia, Congo, Gabon, Cameroun, Dahomey, Togo, and Ghana.

The price of the tour is $2,098, including tuition for academic instruction and credit from Western Illinois University.

First Session of Congress Yields Nine Major Bills Supported by Association

The first session of the 90th Congress passed nine major NEA-supported bills. The biggest was HR 7819, the Elementary and Secondary Education Amendments of 1967. Others were: Education Professions Development Act; College Work Study Amendment; GI Bill Amendments; Public Broadcasting Act; Appalachia Amendments; Library Services and Construction Amendments; Vocational Rehabilitation Amendments; and extension of the anti-poverty program.

"All in all, it was a good year for education," said John M. Lumley, NEA assistant executive secretary for legislation and federal relations. "It showed that the teaching profession, speaking through NEA, has political muscle and can be a dynamic force in shaping public education policy. But at the same time, the politics of the mid-sixties require that the Association maintain and strengthen its local and state legislative leadership. We don't win legislative victories by sitting still."

The second session of the 90th Congress will face renewal or amendment of several major education laws, including NDEA, the Higher Education Act of 1965, the Higher Education Facilities Act of 1963, and the Vocational Education Act of 1963. The Johnson Administration will probably renew its efforts to pass bills to combat juvenile delinquency, revise the copyright law, establish recreation and summer employment programs for the disadvantaged, and improve school aid funding procedures.

For the second session of Congress, NEA has proposed a massive $6 billion program of aid (see page 1).

Parade Editors Interview NEA President Alonso

The American teacher has just begun to fight—and for basic demands that involve far more than money, NEA President **Braulio Alonso** (center above) told the editors of *Parade* recently in New York City. The interview resulted in a widely publicized two-page article in the November 12 *Parade* under the title, "What Our Teachers Want." Since then, the *Parade* story has been reprinted in the publications of many NEA affiliates. With President Alonso in the photo are (left to right) **Jess Gorkin,** Parade editor; **Edwin Kiester, Jr.,** managing editor; and **Herbert Kupferberg,** associate editor.

$6 BILLION BILL . . .

(Continued from page 1, column 4)

tion funds, would yield totals as follows:

State	Total grant (millions)
Alabama	$115.7
Alaska	9.4
Arizona	53.9
Arkansas	60.8
California	539.9
Colorado	61.5
Connecticut	80.4
Delaware	16.0
District of Columbia	20.3
Florida	170.8
Georgia	144.0
Hawaii	23.4
Idaho	23.5
Illinois	306.4
Indiana	152.3
Iowa	82.5
Kansas	68.2
Kentucky	99.9
Louisiana	126.5
Maine	30.2
Maryland	111.3
Massachusetts	150.0
Michigan	268.9
Minnesota	115.1
Mississippi	84.5
Missouri	133.7
Montana	23.3
Nebraska	42.9
Nevada	12.8
New Hampshire	20.0
New Jersey	190.8
New Mexico	37.6
New York	476.1
North Carolina	159.1
North Dakota	21.2
Ohio	317.7
Oklahoma	70.3
Oregon	58.3
Pennsylvania	325.4
Rhode Island	24.9
South Carolina	89.7
South Dakota	22.2
Tennessee	117.8
Texas	342.0
Utah	36.9
Vermont	12.9
Virginia	136.3
Washington	92.7
West Virginia	55.0
Wisconsin	130.8
Wyoming	10.2
American Samoa	1.4
Guam	3.3
Puerto Rico	113.6
Virgin Islands	1.6
Trust Territories	4.1
U.S. total	$6,000.0

Major Federal Education Bills, End of First Session, 90th Congress

Bill	House	Senate	Major Provisions
Labor-HEW Appropriation HR 10196	Passed May 25	Passed August 2	$3.9 billion for U.S. Office of Education-administered programs in Fiscal 1968.
	Public Law 90-132		
Independent Offices Appropriation HR 9960	Passed May 17	Passed September 21	Provides $362 million for Model Cities program (planning and project funds).
	Public Law 90-121		
Civil Rights Act, Title IV Appropriation HR 10345	Passed May 31	Passed October 11	Provides grants and technical assitance for school desegregation. Budget request: $30 million. House and Senate agree on $10 million.
	Public Law 90-133		
Elementary and Secondary Amendments HR 7819, S 1125	Passed May 25	Passed December 15	Extends ESEA through Fiscal 1969. House version transfers Titles III and V to states.
	Cleared for White House		
Economic Opportunity Amendments HR 8311, S 2388	Passed November 15	Passed October 5	Authorizes $2.06 billion for FY 1968, improves administration of antipoverty programs.
	Public Law 90-222		
Higher Education Amendments HR 6232, S 1126	Hearings completed	Pending in committee	Extends NDEA, Higher Education Act, Higher Education Facilities Act. See next two entries.
Education Professions Development Act HR 10943	Passed June 27	Passed June 28	Amends Title V of HEA; extends Teacher Corps for three years; provides $1.1 billion in training programs for education personnel.
	Public Law 90-35		
College Work Study Amendment HR 11945	Passed August 10	Passed August 25	Provides that federal share be 85%, instead of 75% in Fiscal 1968, as previously required.
	Public Law 90-82		
GI Bill Amendments S 16	Passed March 20	Passed August 23	Provides higher educational benefits for longer periods, increases allowances.
	Public Law 90-77		
Public Broadcasting Act HR 6736, S 1160	Passed September 21	Passed May 17	Creates public television corporation; continues construction grant program.
	Public Law 90-129		
Vocational Amendments HR 8525	Hearings completed	Pending in committee	Authorizes grants for innovative projects (similar to ESEA Title III); creates fellowships.
Appalachia Amendments S 602	Passed September 24	Passed April 27	Vocational education facilities; supplements to grant-in-aid programs.
	Public Law 90-103		
Judicial Review S 3	Pending in committee	Passed April 11	Permits court tests of constitutionality of federal aid legislation.
Postal Revenue Act HR 7977	Passed October 11	Passed November 29	Increases first class, second class, third class and air mail rates; provides some increase in educational materials rates.
	Public Law 90-206		
Medicare for Teachers (In HR 12080)	Pending in committee	Reported November 14	Extends coverage to 700,000 teachers not presently included.
Bilingual Education S 428	Hearings completed	Hearings completed	Provides programs to meet special needs of pupils with limited English-speaking ability.
	(Passed as new ESEA Title VII)		
Vocational Rehabilitation Amendments HR 12257	Passed August 21	Passed September 20	Grants to states for comprehensive programs; establishes National Center for Deaf-Blind Youth and Adults.
	Public Law 90-99		
Library Services and Construction Act Amendments HR 13048	Passed October 16	Passed November 6	Continues 100% federal share of Titles III and IV and makes technical amendments.
	Public Law 90-154		
Juvenile Delinquency Prevention and Control HR 12120	Passed September 16	Hearings completed	Provides preventive and rehabilitative services and centers.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern)

Discovery—Sundays, ABC-TV, 11:30 A.M. *January 21:* "The Threatened Species," on wildlife conservation. *January 28:* "The Busy World of Outer Space." *February 4:* "Chicago, America's Inland Seaport." *February 11:* "East Meets West" at the University of Hawaii.

Animal Secrets—Sundays, NBC-TV, 5 P.M. *January 21:* "The Evolution of Good and Evil." *January 28:* "The Hostile Environment." *February 18:* "How the Mind Begins." Anthropology professor Dr. Loren Eiseley is host.

21st Century—Sundays, CBS-TV, 6 P.M. *January 28:* "New Weapons Against Crime." *February 4:* "Medical Electronics." *February 11:* "Now You See It" (first three-dimensional image on TV). *February 18 and 25:* "From Cradle to Classroom," about prekindergarten teaching.

Luther—Monday, January 29, ABC-TV, 8:30 P.M. Robert Shaw and Robert Morley in John Osborne's drama of the 16th century Catholic monk.

A Night at Ford's Theater—Tuesday, January 30, CBS-TV, 10 P.M. The reopening of the historic theater in Washington, D. C.

Hallmark Hall of Fame: "Elizabeth the Queen"—Wednesday, January 31, NBC-TV, 7:30 P.M. Dame Judith Anderson stars.

Children's Film Festival—Sundays, CBS-TV, 4:30 P.M. *February 4 and 11:* "Testadirapa," Italian color film of a 19th century man and his young son.

Saga of Western Man—Wednesday, February 7, ABC-TV, 10 P.M. Explores the historic influence of Venice on Western civilization.

My Father and My Mother—Tuesday, February 13, CBS-TV, 9:30 P.M. CBS Playhouse original drama by Robert Crean dealing with one man's relationships with parents and children. Ralph Bellamy, Jane Wyatt star.

The Amazon—Tuesday, February 20, CBS-TV, 7:30 P.M. National Geographic Society special on the great river.

Magazines

(February issues)

Eye—"Colleges in the United States" are covered by this first issue of a new publication aimed at teen-aged readers.

Family Circle—"What Makes Children Cheat?" by two teachers at Denver's Baker Junior High School, Gary Hillman and Harvey Rudoff.

Ingenue—"Questions You Must Ask Before Choosing a College."

Look *(January 23)*—"Needed: A University for the C+ Student," by Harold A. Fitzgerald, calls for colleges that will educate the average student.

McCall's—"Children and Privacy" by Allan F. Wertin, questions school's right to give extensive personality tests.

Parents' Magazine—"Cooperative Nursery Schools" by Elsie M. Selman. "How Children Feel About Moving" by Claire Joyce. "How Well do Preschoolers Hear?" by Geri Engh. "Kindergarten Gazeteer" by Phyllis Lee Levin. "Sense and Nonsense About Reading" by Theodore Irwin.

Reader's Digest—"Help-Yourself Text Books," by Dan Fader, deals with hard-core problem readers. "How To Get Through College," by Robert O'Brien, tells how to cut costs.

Saturday Review *(January 20)*—"Why Teachers Are Militant," by James Cass and Max Birnbaum; "The Coleman Report: What Difference Do Schools Make?" by Henry M. Levin; "Enlarging Human Potential," an editorial by Peter Schrag.

Topic: Educational Problems in the Appalachian States

Thirty-five delegates from Kentucky, North Carolina, Tennessee, Virginia, and West Virginia attended an Exploratory Conference on the Educational Problems of Appalachia, held recently in Washington, D.C. The PR&R Commission's Committee on Civil and Human Rights sponsored the conference, at which major educational problems of Appalachia were identified and the feasibility of holding a more inclusive regional conference was considered. The conferees represented state and local education associations, community action agencies, regional organizations concerned with education, colleges and universities, and Student NEA groups in the region. The participants concluded that a broadly representative national conference should be held in central Appalachia to provide opportunities for a more thorough exploration of educational problems there. They agreed too that such a conference could be a significant step toward solving some of the other problems of Appalachia. Plans for such a conference are now under way. Pictured above at a panel discussion on the problems of the isolated classroom are (left to right): **Glen McDowell,** president of the Pike County (Kentucky) Education Association; **Vera Wallace,** superintendent of Bledsoe County (Tennessee) Schools; **Samuel Ethridge,** associate secretary for human rights, NEA Professional Rights and Responsibilities Commission; **Harvey Franklin,** Madison County, North Carolina, classroom teacher; **Christine Pendleton,** Hancock County, Tennessee, classroom teacher; **Margaret Callahan,** Kanawha County, West Virginia, classroom teacher; and **Mary Lee Armstrong,** Millboro, Virginia, classroom teacher.

Scranton Teachers and Administrators Stand Together for Negotiation Victory

Teachers and administrators in Scranton, Pennsylvania, stood together last month to win salary gains and noneconomic benefits despite teacher union and school board efforts to split the profession. In the end, after a four-day work stoppage, the school board agreed to a $900 two-phase salary increase, maintenance of salary ratios for administrators, and a policy of no recriminations against association members.

During the crisis, the Scranton Education Association, an all-inclusive organization, received strong backing from the Pennsylvania State Education Association and NEA.

The emergency began when SEA refused a board offer of a $500 pay raise for teachers; instead, SEA members called for additional negotiations and voted to attend a professional seminar on December 1 unless a satisfactory settlement was reached. The school board said it could not increase its offer because tax money was not available.

At this point, Scranton members turned to their state association for assistance. PSEA research and statistical materials—accepted by the school board—showed that additional subsidies available to Scranton made SEA's demands reasonable.

The Union Answer

(Scranton also has a small teachers union, which was invited to take part in the negotiations. When union representatives were asked by the board for suggestions on raising money for the schools, they replied, "That's your problem. We're labor; you're management. You figure it out.")

Round-the-clock negotiations continued; then the school board announced that principals, supervisors, and administrators could not be part of the negotiations because they were "management." SEA members refused to be split. Even when the school board offered a higher teacher salary increase, SEA refused to accept it unless administrators' salary ratios were maintained. (The union group accepted the salary offer and said they were going to reopen the schools. With their small numbers, however, they were unable to do so.)

On Wednesday, December 6, SEA accepted the board's offer of higher salaries, continued administrators' ratios, and a policy of no recriminations. The schools reopened December 7.

SEA is continuing to negotiate with the school board on noneconomic school matters.

During the four-day crisis, 72 additional school personnel joined SEA and PSEA to show their support of the associations' stand. NEA membership increased by 125.

On December 12, SEA publicly challenged the Scranton teachers union to a bargaining election. No reply has been forthcoming from the union.

Higher Education Task Force Holds Sessions

The task force appointed by NEA President Braulio Alonso to define the future course of the Association with regard to higher education will meet again in Washington, D.C., February 1 and 2 to review the recommendations it has gathered at two recent sessions. The task force met at NEA Center on November 24-25 and in Chicago January 13-14. At the Chicago meeting, task force members talked with representatives of state education associations especially interested in higher education.

The task force has already outlined certain research that is needed and the NEA Research Division is assisting in gathering information for the group. A series of interviews has been held with leaders of other organizations in the field of higher education. In addition, the task force plans to make a survey of the present and projected plans with regard to higher education among the state education associations.

Chairman of the higher education task force is John Terrey, of Central State College, Ellensburg, Washington. Other members are Lyman V. Ginger, professor of education, University of Kentucky, and a member of the NEA Executive Committee; Zach Henderson, president, Georgia Southern College, and member of the NEA Board of Directors; Robert Phelps, California Teachers Association consultant for higher education; and Bruce Eckman, vice-president, NEA Association of Classroom Teachers.

Illinois Association Lifts Sanctions On Peoria Schools

The Illinois Education Association withdrew its sanction against the Peoria school system on December 19 after teachers there won a $400 salary increase and the board of education agreed to work under the terms of a negotiation agreement adopted on December 18. The state sanctions had been imposed November 15 at the request of the Peoria Education Association following nearly a year of struggle for improved school financing.

In announcing the withdrawal of the sanction, IEA said that the Peoria agreement "provides for negotiation through the superintendent of schools and direct negotiation with the board of education on remaining differences." IEA added that, in addition to salary gains, the teachers expect to become involved in matters affecting instructional duties.

Speakers at NEA Center Warn of Moralistic Approach To Teaching Youth About Cigarette Smoking and Health

Warnings against the moralistic approach to teaching about cigarette smoking and health were sounded by speakers at the National Leadership Development Conference on Smoking and Health Education held recently at NEA Center.

"Badgering does no good. We've got to permeate the student's whole experience and help him to develop a set of value-laden concepts about his own body. Adolescents," Ira Gordon said, "tend to think of their bodies as almost indestructible."

It was generally agreed that the problem of teaching the young about the dangers of smoking was inseparable from the problem of adult smoking. "We've got to get the cigarette smoker to think about his smoking," Daniel Horn said, "The more you make non-smoking an adult form of behavior, the easier our problem becomes."

Much of the discussion centered on studies which have helped to analyze why people smoke and how they have been motivated to stop smoking. In this context, one speaker warned that creating extreme anxieties about smoking may in individual cases be a dangerously negative approach.

Dr. Gordon is with the Institute for the Development of Human Resources, the University of Florida. Dr. Horn is director of the National Clearinghouse for Smoking and Health of the U.S. Public Health Service.

Other speakers at the three-day meeting included Donald Chadwick, M.D., director of the National Center for Chronic Disease Control; Delmas F. Miller, director of the University High School, University of West Virginia; and Roy L. Davis, the National Clearinghouse on Smoking and Health.

Some 75 participants from the various disciplines concerned with health education attended the conference, which was sponsored by the Leadership Development Project on Smoking and Health Education, a joint undertaking of the National Clearinghouse and the American Association for Health, Physical Education, and Recreation, an NEA department. Vincent Granell is director of the project.

Later this year, teams of conference participants are expected to set up six regional leadership conferences to mobilize manpower and stimulate school programs relating to smoking and health education.

Osborne A. Payne, former teacher, principal, educational advisor, and college dean, has been named to direct NEA*SEARCH. Mr. Payne comes to NEA from his post as educational director of an Office of Equal Opportunity anti-poverty program (TAP) in Roanoke, Virginia.

NAMES IN THE NEWS

The NEA Executive Committee recently appointed **Raymond Shelton,** superintendent of schools in Tampa, Florida, to the NEA Legislative Commission to fill the unexpired term of **Jim Cherry,** superintendent of the DeKalb County Schools, Decatur, Georgia. . . . **Nicholas Duff,** a classroom teacher in Excelsior, Minnesota, became president of the National Council of State Education Associations in November. Mr. Duff is immediate past president of the Minnesota Education Association and is also currently serving on the NEA Professional Rights and Responsibilities Commission. Other newly elected officers of NCSEA are **A. C. Dawson,** North Carolina, vice-president and president-elect; and **Robert Williams,** Virginia, and **Marian Cochran,** New Mexico, coordinating vice-presidents. . . . Newly elected state education association presidents are **Frederick Thomas,** Delaware; **Catharine O'C. Barrett,** New York; **Murl Huffman,** Ohio; **Joseph Standa,** Pennsylvania; **George A. Springer,** New Jersey; **John Hafeman,** Wisconsin; **Gerald Carroll,** Wyoming; and **Willard J. Graff,** Missouri. . . . **Elizabeth D. Koontz,** NEA president-elect and past president of the Association of Classroom Teachers, is one of 20 women named by **Sargent Shriver,** director of the Office of Economic Opportunity, to the OEO Women's Advisory Committee on Poverty. . . . During the National Safety Congress and Exposition held in Chicago this fall, **Lois Clark,** assistant director of NEA Division of Rural Services, received the Distinguished Service to Safety award for her work with the School and College Conference of the National Safety Council and for her work in helping to define the distinctive role of the elementary school in education for safe living. . . . **Mary C. Nesbitt,** president of the North Carolina Classroom Teachers Association, NCEA, and **Graham Tart,** a classroom teacher of Clinton, North Carolina, and a former member of the North Carolina General Assembly, were among the 17 people named by Governor **Dan K. Moore** to a commission which will study the state's public school system and make rcommendations for improving it in a report to the next General Assembly. . . . **Harvey Zorbaugh** has been appointed NEA regional representative for New England. He was formerly NEA's urban representative in the Trenton, New Jersey, office, and replaces **John D. Sullivan,** who is NEA assistant executive secretary for information services. . . . **Richard L. Renfield,** formerly associate secretary of the Educational Policies Commission, is now on the staff of the International Arrangements Division of the Communications Satellite Corporation in Washington, D.C. . . . At a recent luncheon sponsored by the NEA Committee on Civil and Human Rights of Educators, **Sidney Dorros,** director of NEA's Publications Division, was presented a personalized set of the first five volumes of *The International Library of Negro Life and History*. Dr. Dorros is a member of the committee's Internal Advisory Council and has been active in civil and human rights activities with both the committee and the Association for the Study of Negro Life and History. . . . **David D. Darland,** NCTEPS associate secretary, is a consultant to the National Planning Association's USOE Research Project, which deals with manpower development in the inner city. . . . **Frank Klassen,** associate secretary of the American Association of Colleges for Teacher Education, returned recently from Uganda where he was a member of a team that surveyed the potentialities of educational broadcasting there. The survey, sponsored by the National Broadcasting Company, was made at the invitation of the government of Uganda. . . . **Richard P. Saunders,** associate executive secretary for the past six years of the American Association for Higher Education, has been appointed executive director of the Council for the Advancement of Small Colleges. . . . **Judson Lambert,** brother of NEA Executive Secretary **Sam M. Lambert** and mayor of Bluefield, West Virginia, died suddenly of a heart attack December 20. . . . **David Bork,** urban field representative for NEA's Midwest Office in Indianapolis, has been named associate secretary for field studies in the NEA Commission on Professional Rights and Responsibilities. . . . **Arthur D. Simonds, Jr.,** former executive secretary of the Montgomery County (Maryland) Education Association, is now with the NEA Division of Field and Urban Services as a consultant. . . . On January 12, **John Carlson,** associate director of the Urban Services Division before it was recently combined with the Field Services Division, became assistant executive secretary of the Pennsylvania State Education Association. . . . **John F. Cox,** assistant director of the NEA Division of Press, Radio, and Television Relations, has been appointed special assistant to NEA Executive Secretary **Sam M. Lambert.** . . . **Robert E. Harman,** project coordinator for NEA's Television and Film Services, has been appointed to succeed Mr. Cox as assistant director of the PR & TV Division. . . . **Harold Wigren,** associate director of the NEA Division of Educational Technology, has been appointed to an eight-member task force which will advise **John Gardner,** Secretary of the U.S. Department of Health, Education, and Welfare, on rules, regulations, and guidelines for administering the Public Broadcasting Act of 1967. . . . **Edward Robran,** associate director of field services for the Colorado Education Association, has been appointed as NEA salary and negotiation consultant, effective February 1. After a brief orientation he will be assigned to work in the Western states. At the outset he can be reached through NEA's Denver office. Mr. Robran replaces **Robert W. McLain,** who has resigned to pursue a Ph. D. program at the University of Virginia. . . . The family of **Hilda Maehling,** former NEA assistant executive secretary for professional development and welfare and former executive secretary of NEA's Association of Classroom Teachers, was honored January 4 when Indiana State University, Terre Haute, dedicated Maehling Terrace, an apartment complex for married students "in recognition of the outstanding and immeasurable contributions to the growth of the University by the Maehling Family. . ." The complex honors Miss Maehling and her two brothers, **J. J. Maehling,** former principal of Woodrow Wilson Jr. High School, Terre Haute, and the late **Walter H. Maehling,** a member of the Indiana General Assembly for 20 years. Since her retirement, Miss Maehling has served on the university's board of trustees. . . . **Charles Dougan,** NEA headquarters chief engineer and building superintendent, died suddenly January 3 while he and his family were vacationing in California.

Task Force on NEA-Departmental Relations Plans "White Paper"

The Task Force on NEA-Departmental Relations, authorized by the NEA Executive Committee in August, met at NEA Center December 11 and again in mid-January. The task force has authorized the drafting of a "white paper" for widespread distribution prior to the 1968 NEA Representative Assembly in Dallas. Members of the task force are (left to right seated): **Margaret Stevenson,** executive secretary, Association for Classroom Teachers; **Charles Deubel,** former president, ACT; **Monroni L. Jensen,** *chairman*, member of the NEA Board of Directors from Utah; **Catharine O'C. Barrett,** member of the NEA Board of Directors from New York; **Dick Vanderwoude,** president, Department of Classroom Teachers, Iowa State Education Association; (standing): **William Geer,** executive secretary, Council for Exceptional Children; **Forrest Conner,** executive secretary, American Association of School Administrators; **Charles Dorn,** executive secretary, National Art Education Association; **Elmer Crowley,** administrative director, National Council of State Education Associations; **Robert Carleton,** executive secretary, National Science Teachers Association; **Ellsworth Tompkins,** executive secretary, National Association of Secondary School Principals; and **Lyle W. Ashby,** deputy executive secretary, NEA, *staff coordinator*. Member of the task force not present for the photo is Clarice Kline, chairman of the NEA Board of Trustees and member of the NEA Executive Committee.

NEA Computer-Based Job-Matching System Ready To Assist Teachers Again This Year

Half-Price Fee Available for NEA Members

Teachers seeking jobs will again be able to use the computer-based NEA*SEARCH system in 1968, Osborne Payne, new director of the nationwide matching system, announced this month. By using the revised Form T, reproduced on this page and the next, teachers, school librarians, and counselors will be able to describe their qualifications, indicate their job choices, ask for a minimum salary, and register with the NEA's electronic locator system.

NEA*SEARCH was launched a year ago. After its first successful season of operation, it is now ready for new registrations, which will be accepted at a reduced registration fee through February 29. Mr. Payne said he expected an early and heavy response, so that there will be a few thousand registrants available in early March when processing of vacancies and job referrals begins.

Employers must use revised Form V to list vacancies. A nationwide mailing from NEA Center in late February will put a blank copy of Form V into the hands of every superintendent of schools in the United States, in time for him to get in on the early operations of the job matching system.

Launched Last Year

When NEA*SEARCH was launched last year under the leadership of George Arnstein, it marked a trailblazing venture for NEA. The 1968 edition of the program includes two major innovations and improvements.

NEA*SEARCH can now be used to further faculty integration. A new *optional* question permits candidates to describe themselves as American Indian, Cuban, Mexican-American, Negro, or Oriental, with the suggestion that this item be used only if the candidate thinks it advantageous to so describe himself.

Employers seeking to integrate their faculties will now be able to specify this as one of the criteria of the search to be made. Mr. Payne explained: "No superintendent is likely to spend money for a search merely for the privilege of disregarding the findings. No one will be tempted to ask for 'white' or 'Caucasian' candidates to keep a faculty all white because our system does not ask for and does not record that a candidate is 'white.'"

Also different in 1968 is the fee schedule for teachers, which clearly favors NEA and Student NEA members, who get a 50 percent discount from the fees charged to other registrants. NEA*SEARCH continues to be available to all teachers, school librarians, and counselors. It does *not* presently serve college faculty or school administrators but has been expanded to include school social workers, TV teachers, and audiovisual specialists and coordinators.

Only those specialties listed in Form T (Rev. 68) can be served through NEA*SEARCH. Additional copies of Form T are available on request. Form V will be available after mid-February.

(See NEA JOB MATCHING, page 12)

List B/U.S. and Foreign Regions

For use with Item 20. You may select 1 from this list.

U.S. Regions

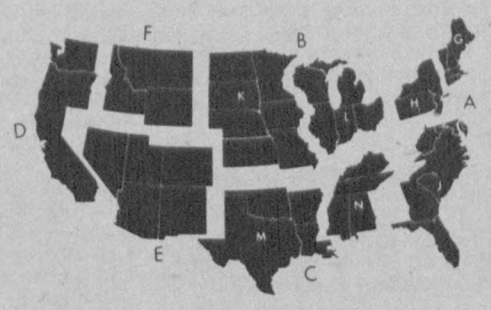
A East Coast—ME, VT, NH, MA, CT, RI, NY, PA, NJ, MD, DE, WV, VA, DC, NC, SC, GA, FL; **B** North Central—ND, SD, MN, NB, IA, KS, MO, WI, MI, IL, IN, OH; **C** South Central—OK, AR, TX, LA, KY, TN, MS, AL; **D** West Coast—WA, OR, CA; **E** South Mountain—NV, UT, CO, AZ, NM; **F** North Mountain—MT, ID, WY; **P** Anywhere in Continental U.S.

Foreign Regions

Q U.S. possessions not included in STATE LIST; **R** Canada; **S** Other foreign.

U.S. Subregions

G New England—ME, VT, NH, MA, CT, RI; **H** Middle Atlantic—NY, NJ, PA; **J** South Atlantic—MD, DE, WV, VA, DC, NC, SC, GA, FL; **K** West North Central—ND, SD, MN, NB, IA, KS, MO; **L** East North Central—WI, MI, IL, IN, OH; **M** West South Central—OK, AR, TX, LA; **N** East South Central—KY, TN, MS, AL.



NOTE: IT IS NECESSARY TO REFER TO LISTS A, B, AND C TO COMPLETE THE FORM BELOW. LIST B IS ON THIS PAGE; LISTS A AND C ARE ON THE FOLLOWING PAGE

Cut here and mail—complete both sides of form

Form T/Teachers Questionnaire

GENERAL INSTRUCTIONS: *The computer will work for you only if you give it information it can work with:* write only one letter or number in each box. In items 1 and 2, leave a *blank* space between elements to indicate where one word ends and another begins. Use abbreviations as necessary. For all items which ask for a STATE, refer to the 2-letter codes in LIST C on next page.

1 *Name* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
first name (or initial), space, middle name (or initial), space, last name

2 *Number and Street* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
leave space between elements—abbreviate as necessary

3 *City* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐ (See LIST C. Write the 2-*letter* Code)

For Identification only: use this number when you write to NEA* SEARCH ☐☐☐–☐☐–☐☐☐☐

4 *Telephone Number* ☐☐☐ (Area Code) ☐☐☐–☐☐☐☐

5 *Social Security Number* ☐☐☐–☐☐–☐☐☐☐

6 *Year of Birth* 1 9 ☐☐

7 *Title & Sex* ☐ 1 Miss; 2 Mrs.; 3 Dr. (Female); 4 Mr.; 5 Dr. (Male)

8 *Marital Status* ☐ 1 Single; 2 Married; 3 Widowed; 4 Divorced; 5 Separated

9 *Number of Dependents (exclude yourself)* ☐

10 *Draft Status* ☐ 0 Not applicable or veteran or not eligible; 1 Deferred; 2 Eligible

11 *Highest Education Level Attained OR Degree Expected by August of Current Year* ☐ 1 High school or less; 2 Two years of college (See Note 1, page 12.); 3 Bachelor's degree; 4 Bachelor's degree + 18 hours; 5 Bachelor's degree + 30 hours; 6 Master's degree; 7 Master's + 30 (or Professional Diploma); 8 Doctorate

12 *Give the year you received the degree checked in Item 11* 1 9 ☐☐
If this degree is to be awarded by August of this year, write "1" here ☐

13 *Teaching Certificates You Hold (you may indicate two)*

0 None; 1 Substandard or emergency (See Note 1, page 12.); 2 Elementary; 3 Secondary; 4 Junior college; 5 Vocational; 6 Standard or regular or combined elem.-sec. ← Avoid if possible

Type ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a 1 here* ☐

Type ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a 1 here* ☐

Refer to LIST A for Items 14, 15, 16

14 *Education and Preparation: On the basis of your education, select from LIST A*
Your Major Subject (or number 1 teaching specialty) ☐☐
Your Minor Subject (or number 2 teaching specialty) ☐☐

15 *What subject have you taught? Most recently (select from LIST A)* ☐☐ *Earlier* ☐☐
Total Number Years of Teaching Experience Including Current Assignment (Exclude practice teaching.) ☐☐

16 *What would you like to teach in your next job. You may select up to 3 from LIST A*
☐☐ *Weight* ○
☐☐ *Weight* ○
☐☐ *Weight* ○

Weighting permits you to express how strongly you feel about your choices. If you will accept **only** a certain choice(s), you **must** weight it (or them) 3.
3 I insist on it. (Essential)
2 I strongly prefer it. (Significant)
1 I prefer it. (Desirable)

17 *Optional. You may indicate your ethnic identification. Do so only if you think it will be to your advantage.* ☐ 1 American Indian; 2 Cuban; 3 Mexican-American; 4 Negro; 5 Oriental; 6 Puerto Rican

Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036

NEA*SEARCH National Education Association

A Computer-Based Locator Service

(Continued from preceding page)

List A/Subject/Position

For use with Items 14, 15, 16

To express your educational background, experience, and job choice, select the item which comes *closest* to the one you want. Keep in mind that individual states and jurisdictions have variant course titles. The Elementary, Junior High, and Secondary headings are merely for convenience; **what really counts are the subject descriptions.** Example: Remedial Reading is more often found in elementary education (and hence appears under that heading), but you may use it for secondary level as well. Later on, in Item 23, you will have a chance to express your preference for an elementary or secondary position.

Elementary

10—All, K-8; **11**—K; **12**—Grades 1-3; **13**—Grades 4-6; **14**—Grades 7-8; **20**—Art; **21**—Music; **23**—Music-Instrumental; **22**—Ment. Retarded; **24**—Phys. Handicapped; **25**—Blind; **26**—Deaf; **27**—Remedial Reading; **28**—Speech Correction; **31**—Phys. Ed.

Junior High

51—General/Multi-Subject; **92**—English; **97**—Math.; **59**—Social Studies; **60**—Science; **89**—Industrial Arts; **91**—Home Economics.

Secondary

50—General/Multi-Subject; **52**—Art; **62**—Biology; **81**—Business Education; **63**—Chemistry; **71**—Coaching-Baseball; **72**—Coaching-Basketball; **73**—Coaching-Football; **74**—Coaching-Gymnastics; **75**—Coaching-Swimming; **76**—Coaching-Track; **77**—Coaching-Wrestling; **94**—Drama; **58**—Driver Education; **64**—Earth Science; **44**—Economics; **93**—English; **53**—French; **61**—General Science; **43**—Geography; **54**—German; **42**—Government; **69**—Health Education; **41**—History; **90**—Home Economics; **88**—Industrial Arts; **95**—Journalism; **55**—Latin; **98**—Mathematics; **66**—Music-General; **67**—Music-Instrumental; **68**—Music-Vocal; **70**—Phys. Ed.-General; **78**—Phys. Ed.-Athletic Director; **65**—Physics; **56**—Russian; **46**—Senior Problems; **40**—Social Studies; **45**—Sociology; **57**—Spanish; **96**—Speech; **80**—Voc. Ed.-General; **83**—Voc. Ed.-Agriculture; **84**—Voc. Ed-Auto; **82**—Voc. Ed.-Distributive; **85**—Voc. Ed.-Electronics; **86**—Voc. Ed.-Metal; **87**—Voc. Ed.-Wood; **81**—Voc. Ed.-Office Practice; **90**—Voc. Ed.-Home Economics.

NEA JOB-MATCHING SYSTEM . . .

(Continued from page 11, column 1)

Forms are free but subject to processing costs.

Registration fees for teachers are $10 for the hiring season ending in early September 1968; $6 for students seeking their first teaching job. NEA members and Student NEA members get a 50 percent discount.

In addition, there is a special early fee of $8 for those registering through February 29, 1968 (with the 50 percent discount for NEA members, $4). Early registration will increase the number of vacancies to which each candidate may be eligible and is therefore advisable, Mr. Payne said.

Vacancy listings will be processed beginning in early March 1968. An employer receives, for a $10 fee, several names and short biographies (omitting the ethnic identification in the printout). Employers may then get in touch with candidates directly.

NEA*SEARCH is a nonevaluative service. It seeks to bring together teachers and employers who are then expected to make their own evaluation.

Other Specialties and Misc.

01—Preschool; **02**—School Librarian; **03**—Counselor; **04**—Voc. Guidance Counselor; **05**—College Admissions Counselor; **06**—School Social Worker; **08**—VISTA; **09**—Peace Corps; **35**—AV Coordinator; **36**—TV Production/Utilization; **37**—AV/Graphic Production; **38**—Photography (still/motion); **39**—TV Teacher.

Note 1 Items 11 & 13. If you do not hold a bachelor's degree (and do not expect to have it by August of this year), you probably should not register with NEA* SEARCH. This new service is meant primarily for college graduates with regular or standard teaching certificates.

There are exceptions which apply to a very few states and certain teaching specialties where trade experience is considered of primary importance.

List C/States and Metropolitan Areas

For use with Item 20. You may choose up to 3 from the following two lists.

States

(The 2-letter codes are the new abbreviations officially authorized by the Post Office Department for use in conjunction with ZIP Codes.)

AL—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

Metropolitan Areas

(Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of the Budget and the U.S. Bureau of the Census.)

01—Akron, OH; **02**—Albany-Schenectady-Troy, NY; **03**—Albuquerque, NM; **04**—Allentown-Bethlehem-Easton, PA; **05**—Anaheim-Santa Ana-Garden Grove, CA; **06**—Atlanta, GA; **07**—Bakersfield, CA; **08**—Baltimore, MD; **09**—Beaumont-Port Arthur, TX; **10**—Birmingham, AL; **11**—Boston, MA; **12**—Bridgeport-Stamford-Norwalk, CT; **13**—Brockton, MA; **14**—Buffalo, NY; **15**—Canton, OH; **16**—Charleston, SC; **17**—Charlotte, NC; **18**—Chicago, IL; **19**—Cincinnati, OH; **20**—Cleveland, OH; **21**—Columbia, SC; **22**—Columbus, OH; **23**—Dallas, TX; **24**—Davenport-Rock Island-Moline, IA-IL; **25**—Dayton, OH; **26**—Denver, CO; **27**—Detroit, MI; **28**—El Paso, TX; **29**—Flint, MI; **30**—Fort Lauderdale-Hollywood, FL; **31**—Fort Worth, TX; **32**—Fresno, CA; **33**—Gary-Hammond-East Chicago, IN; **34**—Grand Rapids, MI; **35**—Greensboro-Winston-Salem-High Point, NC; **36**—Harrisburg, PA; **37**—Hartford-New Britain, CT; **38**—Honolulu, HI; **39**—Houston, TX; **40**—Indianapolis, IN; **41**—Jacksonville, FL; **42**—Jersey City, NJ; **43**—Kansas City, MO; **44**—Knoxville, TN; **45**—Lansing, MI; **46**—Little Rock-North Little Rock, AR; **47**—Long Branch-Asbury Park-Eatontown, NJ; **48**—Los Angeles-Long Beach, CA; **49**—Louisville, KY; **50**—Memphis, TN; **51**—Miami, FL; **52**—Milwaukee, WI; **53**—Minneapolis-St. Paul, MN; **54**—Mobile, AL; **55**—Nashville, TN; **56**—Newark, NJ; **57**—New Bedford-Fall River-Taunton, MA; **58**—New Brunswick-Perth Amboy, NJ; **59**—New Haven-Waterbury-Meriden, CT; **60**—New Orleans, LA; **61**—New York, NY; **62**—Norfolk-Portsmouth, VA; **63**—Oklahoma City, OK; **64**—Omaha, NB; **65**—Orlando, FL; **66**—Oxnard-Ventura, CA; **67**—Paterson-Clifton-Passaic, NJ; **68**—Peoria, IL; **69**—Philadelphia, PA; **70**—Phoenix, AZ; **71**—Pittsburgh, PA; **72**—Portland, OR; **73**—Providence-Pawtucket, RI; **74**—Richmond, VA; **75**—Rochester, NY; **76**—Sacramento, CA; **77**—Salt Lake City, UT; **78**—San Antonio, TX; **79**—San Bernardino-Riverside-Ontario, CA; **80**—San Diego, CA; **81**—San Francisco-Oakland, CA; **82**—San Jose, CA; **83**—Seattle-Everett, WA; **84**—Springfield-Holyoke, MA; **85**—St. Louis, MO; **86**—Syracuse, NY; **87**—Tacoma, WA; **88**—Tampa-St. Petersburg, FL; **89**—Toledo, OH; **90**—Tucson, AZ; **91**—Tulsa, OK; **92**—Utica-Rome, NY; **93**—Washington, DC; **94**—Wichita, KS; **95**—Wilkes-Barre-Hazleton, PA; **96**—Wilmington, DE; **97**—Worcester-Fitchburg-Leominster, MA; **98**—York, PA; **99**—Youngstown-Warren, OH.

Cut here and mail—complete both sides of form

18 *Indicate your preference as to Population Type for your next job* ☐ (1 Urban Environment; 2 Suburban Environment; 3 Urban and/or Suburban; 4 Rural Environment; 5 Suburban and/or Rural) *Weight* ◯

19 *If you are NOT a citizen of the U.S., please put a 1 here* ☐

Weighting permits you to express how strongly you feel about your choices. If you will accept **only** a certain choice(s), you **must** weight it (or them) 3.
3 I insist on it. (Essential)
2 I strongly prefer it. (Significant)
1 I prefer it. (Desirable)

Refer to LISTS B and C for Item 20

Item 20 gives you up to four choices. You may use Weight 3 for all four of them, or you may use Weight 2 or 1 to indicate relative priorities.

20 *Geographic Preference:* *—You may select 1 U.S. Region or Subregion OR Foreign Region from LIST B* ☐ *Weight* ◯

—You may select up to 3 from LIST C (States and Metro. Areas) ☐☐ *Weight* ◯ ☐☐ *Weight* ◯ ☐☐ *Weight* ◯

21 *Minimum Annual Salary you request (for school year; typically 180 days)* VERY IMPORTANT $☐☐☐☐☐ *Weight* ◯

Note: Average U.S. salary is $7296. For elementary teachers $7077; for secondary teachers $7569. These are not beginning salaries. Source: *Estimates of School Statistics, 1967-68*, NEA Research Division.

22 *If you prefer to work in a program that can be described by any of the options to the right, give its code number here* ☐ *Weight* ◯
(1 Ungraded; 2 Team Teaching; 3 Ungraded and Team Teaching; 4 New Curricula; 5 Ungraded and New Curricula; 6 Team Teaching and New Curricula; 7 Disadvantaged; 8 Head Start; 9 Teacher Corps)

23 *Indicate type of position you are looking for* ☐ (1 Elementary; 2 Secondary (includes Junior High) or 3 Either Elementary or Secondary ← Avoid this choice if possible)

24 *Optional. You may request that your name be kept from your present employer. If you do, put a 1 here* ☐ *and write below.*

Name of School District ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

City ☐☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐ ← *very important*

I certify that these data are correct to the best of my knowledge. I understand that NEA*SEARCH accepts no liability, offers no assurance of placement, and merely seeks to match my qualifications with suitable openings. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available teachers.

Signature_____ Date_____

Attention members of the NEA or the Student NEA: You are entitled to a 50 percent discount on the fee. If you are a member in good standing of either organization and wish to claim a discount, certify by checking NEA ☐, or SNEA ☐, and signing below.

Signature_____ Date_____

Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036

South Dakota Teachers Mass at State Capitol To Protest Education Crisis

More than 5,000 members of the South Dakota Education Association swarmed around the state capitol in Pierre last month to press their demands for an increase in state support of education. SDEA has announced a proposed statewide sanctions alert and has called a special session of the association's delegate assembly for February 24 to consider steps to take if the legislature does not act. In the photo at left above, SDEA teachers pack the front steps and sidewalks of the state capitol building. At right, **Gov. Nils Boe** addresses a large SDEA delegation in the capitol rotunda.

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 7, NO. 2 FEBRUARY 16, 1968 7 WASHINGTON, D.C.

Teachers' Actions Spur Local-State-NEA Unity

Michigan Membership High In First Year of Unification

Unification of the teaching profession—local, state, and national—is closer to reality this month than it has ever been in the history of education associations. The leading symbol of unification this year is Michigan. In that state, with more than three months left of an intensive campaign, the first year of unified membership efforts has produced an all-time record membership of 63,819.

Michigan—which last summer became the ninth state to adopt unification—now has exceeded its state association membership of last year by 413 and has exceeded its NEA membership by 29,615. This record enrollment means that the state is entitled to two additional NEA directors.

When the Michigan Education Association adopted unification, state membership totaled 63,416 and NEA membership was only 54 percent of that total.

MEA's membership director, Herbert Surtman, said this month that his office was convinced that local-state-NEA membership in Michigan would top 64,000 this year.

"Of course, we are pleased with the tremendous numbers we have achieved this year," MEA Executive Secretary E. Dale Kennedy said. "But unification has meant much more. It has produced a truly unified spirit. The teaching profession in Michigan is pulling together on some very tough problems. We are working more effectively than ever before.

"Our biggest battle is ahead," he continued. "Our members are committed to defending higher certification standards. We are determined to use the negotiating process to get an equal commitment from school boards to ensure the hiring of fully qualified teachers."

Many other states are following Michigan's unification lead. New

(See TEACHERS, page 4)

Symbol of the United Profession

West Virginia County Under NEA Sanction

Describing the schools there as "in a deplorable condition," NEA last month imposed national sanctions against Jackson County, West Virginia. The West Virginia Education Association imposed statewide sanctions against Jackson County on January 3, and the executive committee of the Jackson County Education Association unanimously voted full support of that action on January 9.

Voters in Jackson County have defeated nine school levies or bond proposals since 1950, including one in December 1967. Teachers' salaries in the county rank 54th among the 55 counties in the state. A field study by the NEA Professional Rights and Responsibilities Commission revealed that almost 100 percent of the pupils in Jackson County are housed in school buildings that are unsuitable for quality education and that an estimated 35 percent are in unsafe and unhealthful buildings.

Per capita income in Jackson County ranked $675 above the state average in 1966-67, but money spent to educate each child was less than in any county in the state.

NEA President Braulio Alonso, who announced the NEA Executive Committee's January 26 decision to impose sanctions, called for "immediate and drastic action" by the residents of the county. The present situation there is shortchanging children and youth, he said.

The NEA sanction action means that the Association will advise teachers in West Virginia and throughout the nation not to accept positions in Jackson County until conditions have improved.

Job-Matching Service

Looking for a new job? NEA*SEARCH still has available plenty of Form T's, the application blanks for teachers. These will be accepted at a reduced fee through February 29. Write to NEA*SEARCH at NEA Center.

A copy of Form V (for employers) of NEA's computer-based job-matching system will be mailed to every superintendent of schools in the nation.

NEA Affiliates Win 9 of 14 At Ballot Box

Local NEA affiliates won 9 of 14 representation elections recently reported to the NEA Division of Field and Urban Services.

During the past month, teachers associations won representation elections in Cincinnati; Lorain, Ohio; and Hammond, Indiana.

The Cincinnati election result was 2,019 for the Cincinnati Teachers Association and 530 for the Cincinnati Teachers Union. Sixty-five voted for neither organization and 153 votes were challenged. (See photo, page 2.)

The Lorain, Ohio, election was held at the request of the board of education. Of the 684 teachers eligible to vote, 395 voted for the Lorain Education Association, 19 voted for the union.

The Hammond Education Association won its representation over the

(See NEA AFFILIATES, page 4)

Florida Taxes Considered by Special Session

Florida's legislature was in special session as the REPORTER went to press. On January 29, Gov. Claude A. Kirk, Jr., told the legislature that any increase in taxes to support better education must be tied to public approval of changes in restructuring the state's education system.

On January 30, the Florida Education Association reacted to Governor Kirk's address, stating that "although an improvement, the Governor's proposal [for restructuring] still lacks clear lines of authority and is unworkable and unwieldy." FEA also objected to tying the financing of Florida schools to structural changes that require public approval.

FEA stressed that its March 1 deadline for a school walkout is nonnegotiable "and will remain unchanged regardless of any circumstances that may arise."

Education Message Sent to Congress

Johnson '69 Budget Trims School Money For Some Programs

President Johnson has presented a "stringent" fiscal 1969 federal budget to Congress, trimming expenditures for college construction and school equipment. "In this budget," the President said, "I am recommending measures to reduce federal outlays." He cited the nation's commitments abroad and increasing pressure on the dollar, but also said that at home we still face the stubborn foes of poverty, slums and substandard housing, urban blight, polluted air and water, excessively high infant mortality, rising crime rates, and inferior education for too many of our citizens.

The fiscal 1969 budget proposes selective expansion of existing programs and basic changes, reforms, or reductions designed to lower the budgetary cost of a number of federal programs which, in their present form, no longer meet the needs of today.

Mr. Johnson proposes drastic cuts in Title II of ESEA and Title III of NDEA (textbooks, school library resources, equipment and minor remodeling). The request for ESEA Title II is $46 million, as opposed to $104 million in fiscal 1968. The budget for Title III of NDEA is reduced from the present $79 million to $17,950,000.

In addition, the request for academic facility construction is $86 million, a sharp drop from the fiscal 1968 estimate of $213 million.

In an education message to Congress on February 5, the President proposed cutting back federal programs for building and equipping college facilities, and instead urged an expansion of federal aid to college students. He said that "in America there must be no economic or racial barrier to higher education; that every qualified young person must have all the education he wants and can absorb."

In his message, the President urged Congress to fund Title I of ESEA well in advance of the school year. He called for new strength for vocational education via experimental programs to bridge the gap between education and work.

Mr. Johnson also called for stepped-up funding of Head Start and Follow Through programs, and he urged the launching of a bilingual program to help Mexican-American, Puerto Rican, and other children faced with a language barrier to learning.

He called for full funding—$30 million—for a Stay-in-School Program to help schools prevent dropout.

LBJ Message Draws NEA's Mild Approval

NEA called President Johnson's education message "for the most part . . . a reasonable and restrained request for funds which places priorities on programs involving people while reducing federal funds for bricks and mortar." NEA Executive Secretary Sam M. Lambert said that NEA gives general approval to the President's February 5 proposals.

"We commend the President for urging the Congress to step up funding in advance of the school year for Title I of the Elementary and Secondary School Act," Dr. Lambert said. "We are enthusiastic about the new Stay-in-School Program for potential dropouts."

Dr. Lambert also applauded the request for funds for a bilingual education program. "This program has received its strongest support from NEA," he said.

He added that NEA hopes that Congress will be able to provide full funding for Title II of ESEA and Title III of NDEA, which provide instructional materials, school library resources, and other equipment.

Dr. Lambert reemphasized that a general federal aid bill sponsored by NEA will be introduced in Congress shortly. This legislation, to supplement existing categorical aids, would provide federal funds for teacher salaries and assist state education agencies in meeting urgent educational needs which cannot be satisfied under present conditions.

NEA REPORTER

Published monthly except August (two issues in October) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C 20036.

Telephone Area Code 202, 223-9400

Braulio Alonso .....President
Sam M. Lambert....Executive Secretary
John D. Sullivan ..Assistant Executive Secretary for Information Services

* * * *

Prepared by the NEA Journal Division:
Mildred S. Fenner .....Editor
Walter A. Graves ....Associate Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce....Editorial Associate

Send news items to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 60 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

Smiles of Victory in Cincinnati

Leonard J. Arcilesi (center), president of the Cincinnati Teachers Association, raises both hands in victory after CTA defeated the local teachers union in a representation election January 31. At left is **William L. Hodge,** NEA's Midwest regional field representative, and at right is **William E. Henry,** director of publications and information services, Ohio Education Association. The vote count was 2,019 for CTA and 530 for the union, with 153 challenged ballots and 65 no-organization votes. CTA will be sole bargaining agent for Cincinnati teachers for the next three years.

Salary Developments

Bridgeport, Connecticut, Teachers Win Pay Boost

A teacher salary increase ranging from $900 to $2,250 is one of the highlights of a salary contract recently won by the Bridgeport (Connecticut) Education Association. The new contract also increases annual salary increments and decreases the number of steps needed to reach the top of the B.A., M.A., and 6th-year schedules.

Other benefits won by BEA include an increase in summer school payments from $600 to $720; adult education from $6 to $8 per hour; and homebound instruction, increased to $6 per hour.

The contract also provides personal days; payroll deduction for association dues; a maximum school year of 180 days; hiring of 5 to 10 permanent additional substitute teachers; a guaranteed role for teachers in curriculum revision; and relief for teachers from many nonteaching duties.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Florida Education Association	Florida Public Schools*
• National Education Association	Florida Public Schools*
• National Education Association	Jackson County (West Virginia) Public Schools
• New Jersey Education Association	State Board of Higher Education
• Ohio Education Association	Struthers Public Schools
• Pennsylvania State Education Assn.	Carlynton School District
• Pennsylvania State Education Assn.	Palmerton Area School District
• Pennsylvania State Education Assn.	West Mifflin School District
• Vermont Education Association	Fletcher Public Schools
• West Virginia Education Association	Jackson County Public Schools

* On October 18, the NEA Executive Committee, in cooperation with the Florida Education Association, agreed to place these sanctions in abeyance.

The Washington Education Association lifted sanctions from the Mt. Vernon School District on January 13 when the board met the five conditions that WEA and the local unit had required for removing sanctions.

Teachers, Administrators Urge Joint Negotiations

Members of the Joint Commission of the Association of Classroom Teachers and the American Association of School Administrators have called for a local association structure that would permit various segments of the school staff to work independently on their problems and yet cooperate on professional negotiation and other matters of mutual concern.

This recommendation was among others in a statement issued at the close of the commission's winter meeting, held January 12-13 at NEA Center. The commission also recommended that, in states where a team of administrators represents the school board in professional negotiation and team members are precluded from membership in the local association, state education associations be encouraged to amend their constitutions to allow administrative staff members to join state and national all-inclusive associations and have a means of influencing state and national policies.

The 14-member commission of teachers and superintendents spoke out against discrimination, coercion, or intimidation directed by the board, administration, or local association at staff members involved in negotiation or implementation of agreement "because of membership or nonmembership in any association."

The commission also recommended that "local associations, boards of education, and school administrators reexamine their policies on leave to attend education meetings and participate in professional organization activities. Such policies should include reasonable provisions for pay, travel expenses, and for the instruction of pupils during absence."

Commission members also agreed to ask NEA to set up a committee composed of representatives of NEA, ACT, AASA, Council of Chief State School Officers, and National School Boards Association to draw up guidelines for developing desirable state negotiation laws.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern)

Discovery—Sundays, ABC-TV, 11:30 A.M. *February 18:* "The Lively Desert," on animal life. *February 25:* "Ghosts of the Old West."

Children's Film Festival—Sundays, CBS-TV, 4:30 P.M. *February 18:* "Funny Stories" (Russian). *February 25:* "Skinny and Fatty" (Japanese). *March 3:* "Flash, the Sheep Dog," a story of Scottish sheep herding.

Animal Secrets—Sundays, NBC-TV, 5 P.M. *February 18:* "How the Mind Begins." *February 25:* "Can Human Nature Be Changed?"

The Legend of Robin Hood—Sunday, February 18, NBC-TV, 7:30 P.M. Starring Douglas Fairbanks, Jr., Noel Harrison,

The Amazon—Tuesday, February 20, CBS-TV, 7:30 P.M. National Geographic Society study.

Who, What, When, Where, Why? with Harry Reasoner—Tuesday, February 20, CBS-TV, 10 P.M. "The Weapons of Gordon Parks" examines the life and career of a celebrated Negro photographer.

Tomorrow's World: Feeding the Billions—Friday, February 23, NBC-TV, 10 P.M.

The Great American Novel—Tuesday, February 27, CBS-TV, 10 P.M. New concept in presenting literature on TV, covers *Babbitt* and *The Grapes of Wrath.*

The Soviets in Space—Friday, March 1, NBC-TV, 10 P.M.

The 21st Century—Sunday, March 3, CBS-TV, 6. P.M. Dr. Jonas Salk's work after the discovery of the vaccine.

Sol Hurok Presents Part II—Tuesday, March 5, CBS-TV, 9:30 P.M. Artur Rubenstein, David Oistrakh, and the Bolshoi Ballet.

Rise and Fall of the Third Reich, in three parts, beginning Wednesday, March 6, ABC-TV, 10 P.M.

Magazines

(March issues except where noted)

Better Homes and Gardens—"What Should You Tell Your Child About Sex and When?"

Esquire—"The Micro-Bopper" by Saul Braun, describes precocious children.

Good Housekeeping—"Mom, Can You Really Change Your Child?" by Julia Segal; "Should Tax Credit Be Given for College Costs?" John M. Lumley, NEA assistant executive secretary for legislation and federal relations, says "No"; Sen. Abraham Ribicoff (D-Conn.) says "Yes."

Ladies' Home Journal—"How My Town Saved Me from a White Girl's Lie" by Maurice McNeil, a Long Island teacher, with Richard Cohen; "Yes, We Can Teach Religion in Our Public Schools" by Alice Fleming; and "Religious Neutrality in Our Public School System Must Be Preserved," by George La Noue.

McCall's—"Life in Year 2001" by Mary Kersey Harvey.

Parade—"They Build Their Own Schools" by Herbert Kupferberg.

Parents' Magazine—"The Battle for Better Schooling," an editorial by NEA Executive Secretary Sam M. Lambert; "How To Cope With Violence" by Susan Wayne Fuller; "Are American Children Behind in Math?" by John L. Cresell; and "After-School Classes for Youngsters," by Claire S. Keller.

Saturday Review *(Feb. 17)*—"The Price Is Too High" by James Cass deals with LBJ's attempt to limit travel abroad and Congress's failure to support the International Education Act. "Big City Schools" by Ronald Moskowitz describes education and politics in Houston.

NEA's Fund for Teacher Rights Gives Grants, Loans, Legal Aid

"Life-Line Bucks" for Teacher Rights Fund

The Ohio Education Association and the Ohio Asociation of Classroom Teachers sold more than $10,000 worth of "helping dollars" in a project designed to build up the state's contribution to the NEA DuShane Fund for Teacher Rights. Facsimiles of dollar bills, which had been submitted to the U.S. Treasury Department and approved by it, were sold by local associations. The campaign ran from November 4 until the time of the state convention in Columbus on November 30. The bills were then taped together and strung as festoons about the convention meeting site. Examining the piles of dollar facsimiles and one of the taped streamers (above) is **Ray O'Dell** (left), president of the Ohio ACT, and **Cecil J. Hannan,** NEA assistant executive secretary for professional development and welfare and chairman of the DuShane Fund Committee.

Nat'l Ed. Assn. photo (Di Dio)

DuShane Money Aids Educators In Five States

Grants, interest-free loans, and litigation costs have been provided educators in recent months from the NEA DuShane Fund for Teacher Rights.

A high school biology teacher has won a first-round court battle with the New Orleans Parish Board of Education, which attempted to transfer her because she failed 12 of 67 pupils last year. NEA's DuShane Fund and the Louisiana Teachers Association supported the teacher with $500 each.

The case arose in July 1967 when the teacher was notified that she was being transferred to another school. She contended that New Orleans school officials sought to transfer her as a means of discipline or punishment without filing charges and holding a hearing as required by the Teacher Tenure Act of Louisiana. Attorneys for the school board are appealing the recent decision of the district court. The state tenure law is being threatened as a result of this decision. The DuShane Fund will support the teacher in the appellate phase of the litigation.

Six Arkansas Negro teachers, backed by three organizations, asked the U.S. Court of Appeals in St. Louis in January to return their jobs or grant a hearing on grounds of their dismissal. Attorneys of the NAACP Legal Defense and Educational Fund, Inc., have charged that the school board denied them due process in discharging them, in violation of their rights under the federal Constitution. The teachers are joined in their appeal by the Arkansas Teachers Association and litigation is being financed in part by the NEA DuShane Fund.

The committee for the fund also voted in January to share defense expenses of a Long Island, New York, teacher who was cleared of charges of unprofessional conduct. The teacher was reinstated in his teaching position, but expenses for his successful defense total $3,786.10. The DuShane Fund, the New York State Teachers Association, and the local affiliate shared equally in the payment of legal costs.

A $50,000 grant from the DuShane Fund was approved in early December for interest-free loans to Scranton, Pennsylvania, public school teachers. Some 775 teachers had been absent from the classrooms for six days. Union members voted to accept a salary hike and returned to classes on December 7, but members of the local education association did not return to work until they won a professional negotiation agreement.

Striking teachers and administrators in Bay County, Florida, received $10,000 in interest-free loans from the DuShane Fund in December. The 750 teachers and administrators of Bay County walked out December 7 in protest over budget cuts made 2 days earlier by the board of education. Officers of the Bay County Education Association in Panama City said the strike was not merely over reductions that were made in salary raises, but for restoration of more than $700,000 that was sliced from the school budget.

Teachers-in-Politics Dates To Be Observed in 45 States

Teachers-in-Politics Weekends are set in 45 states this April 5-7. Weekend activities will include political clinics, workshops, radio and TV programs, and teacher rallies. The April activities were sparked by clinics sponsored during the past year by the NEA Citizenship Committee.

Among specific programs already planned are these:

- The Alabama Education Association is holding a statewide political clinic to promote district clinics which will in turn spark local clinics all over the state.
- The Arkansas Teachers Association is sponsoring eight clinics on Teachers-in-Politics Weekend.
- The Alaska Education Association will hold two political clinics, one March 30 in Juneau, one April 5-7 in Anchorage.
- A statewide clinic has already been held in Kansas; six regional clinics are scheduled for TIP Weekend.
- Nebraska teachers will hold a statewide clinic that will cover all parts of the state on April 5 and 6.
- In the Washington, D.C., greater metropolitan area, nearby associations will join with the NEA Citizenship Committee to stage the second annual Chair of Criticism lecture. T. M. Stinnett, former NEA assistant executive secretary for professional development and welfare, for whom the lecture series was set up, will come from Texas to deliver the lecture during Teachers-in-Politics Weekend.

Frankel Will Speak At AAHE Session

Charles Frankel, former assistant secretary of state for educational and cultural affairs; Congresswoman Edith Green (D-Oreg.); and Michael Harrington, chairman of the board of the League for Industrial Democracy, will be three of the major speakers at the 23rd National Conference on Higher Education. The meeting, sponsored by the American Association for Higher Education, an NEA department, takes place March 3-6 at the Conrad Hilton Hotel in Chicago.

"Stress and Campus Response" is the theme for the conference. Sectional meetings will deal with the response of individuals, organizations, and the profession to the thrust of today's stresses.

2 New Publications Serve NEA Groups

Two NEA units have recently initiated publications as a new service for their members.

NFA Reports of the National Faculty Association of Community and Junior Colleges provides for an exchange of ideas on the challenges, pressures, and expectations for two-year colleges. The Journalism Education Association's official publication, *Communication: Journalism Education Today,* is written particularly for journalism, English, speech, social science, art, publications, and audiovisual teachers.

South New Jersey Teachers Win Negotiation Rights

The Willingboro (New Jersey) Board of Education has adopted a written professional negotiation agreement with the Willingboro Education Association specifying the rights and responsibilities of faculty, administration, and board in operating a sound school system.

The Willingboro agreement is the first comprehensive written agreement in South Jersey and the second in the entire state.

Board President John G. Brenner called a special meeting of the board January 16 to adopt the agreement, developed in a series of meetings lasting over 18 months. Angelo Coppola, president of the Willingboro Education Association, signed for the WEA.

In 1965, Newark became the first city in New Jersey with a written comprehensive agreement between teachers and board after the Newark Teachers Association defeated a union group in a representation election. Similar agreements are being written in Jersey City and Trenton, where teacher associations also defeated unions to become sole representative for district teachers.

At NEA-School Board Association Session

Professional negotiation developments by and within states, federal school legislation, and assessing and reporting education achievement were discussed by the Joint Committee of the NEA and the National School Boards Association at their meeting in January in Washington, D.C. Above, **Mrs. Leonard Mancuso,** NSBA president from Glassboro, New Jersey, and **Braulio Alonso,** NEA president, join in the discussions. Also on the meeting agenda was a status report on the NEA-NSBA project, "Teaching About the Public Schools in the Schools." At an evening dinner meeting, background information on procedures and policies for NEA investigations by the Commission on Professional Rights and Responsibilities was presented by Richard B. Kennan, PR&R Commission executive secretary, and Jack H. Kleinmann, associate executive secretary.

NAMES IN THE NEWS

Robert M. Isenberg, who has served as director of the NEA Division of Rural Service and executive secretary of the Department of Rural Education since 1952, has been named associate secretary of the American Association of School Administrators. His new duties include direction of the AASA 10 annual regional drive-in conferences for superintendents in all parts of the country. . . . On April 1 **Ethel Thompson,** NEA consultant in elementary education, will be on early retirement from NEA, where she has served for the past 12 years. Dr. Thompson has accepted an assignment in early education with the Bureau of General and Academic Education of the Pennsylvania State Department of Public Instruction . . . **Samuel B. Ethridge,** associate secretary for human rights; National Commission on Professional Rights and Responsibilities, was recently honored for his work in the field of civil and human rights by the Association for the Study of Negro Life and History and the Publishers Company, Inc. Directors of the two groups formally presented Mr. Ethridge a personalized set of the first five volumes of *The International Library of Negro Life and History*. . . . **Robert Chanin** has been appointed NEA's chief counsel for school board-professional staff relationships. Mr. Chanin, an attorney with the law firm of Kaye, Scholer, Fierman, Hayes, and Handler, in New York City, has represented NEA for three years in professional negotiation cases and has advised NEA and affiliates in cases involving special negotiation problems. His appointment is effective March 1, or as soon as he can be released by the law firm. . . . **Laurel M. Pennock** became assistant executive secretary of the NEA Department of Elementary School Principals early this month. Mr. Pennock, who is on leave as principal of Jefferson School in Rochester, Minn., will work with local and state associations of elementary school principals and will also assist and advise in regard to the principal's role in such vital areas as professional negotiation with school boards. . . . The Maryland Foreign Language Association has established the **Genevieve S. Blew** Memorial Award to honor the memory of Mrs. Blew, who served as foreign language supervisor for the state of Maryland and as first chairman of the NEA Department of Foreign Languages. The annual award for outstanding achievement in foreign languages is open to students in the senior high schools of Maryland. . . . **Lafe Nelson,** superintendent of schools in Graham County, Ariz., died of a heart attack in January. Mr. Nelson was a former member of the NEA Commission on Professional Rights and Responsibilities. . . . The December 1967 issue of the *Negro History Bulletin,* published by the Association for the Study of Negro Life and History, features **Elizabeth D. Koontz,** NEA president-elect, on its cover and includes a story about her.

Teachers Throughout Nation Spur Unification...

(Continued from page 1, column 3)

Mexico will become the tenth state to unify, effective 1968-69. The Kansas teachers' delegate assembly voted to unify effective 1968-69.

The Nebraska State Education Association delegate assembly voted recently to direct the NSEA board of directors to draft and present a plan for assembly action in December 1968, to be effective in 1969.

The Wyoming Education Association representative assembly voted to unify in 1968-69. This action is subject to referendum in March. South Dakota teachers, via their delegate assembly, called for unification; they will take official action later this month.

On February 2, the delegate assembly of the Iowa State Education Association approved a plan that commits ISEA to unification as soon as local associations having 51 percent of the total ISEA membership become unified.

The Alaska Education Association, the Kentucky Education Association, and the Overseas Education Association will vote on unification in their respective delegate assemblies this April.

In addition to those mentioned above, five other state associations are already officially committed to unification: Colorado, Minnesota, Massachusetts, Rhode Island, and Maine. Unification is under active consideration in a number of additional states, including Florida, New Hampshire, Utah, and Delaware.

Eight states were already unified before the 1967-68 school year began. They are Arizona, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, and West Virginia.

Several large urban education associations have acted on unification this year, too. Record progress has been made by the Des Moines (Iowa) Education Association, in a state that is not yet unified. In Des Moines, unified membership now stands at 1,734, an increase of more than 360 NEA members, 180 ISEA members, and 35 local members.

The Salt Lake City (Utah) Teachers Association has experienced similar progress during its first year of unification, maintaining a gain in local as well as NEA membership.

Ralph Joy, assistant director of the NEA Division of Affiliates and Membership, said this month that, "in working with locals throughout the nation, we are finding that the dialogue on the subject of unification is developing an intense interest in NEA and state association services and program.

"This is a most healthy discussion; it is producing more real knowledge of where we are headed and why. Teachers are asking the right questions and getting answers that make sense," he added. "This new understanding creates a natural desire to close ranks."

NEA Affiliates Win 9 of 14 Recent Elections...

(Continued from page 1, column 2)

Hammond Teachers Federation by 553 to 480. Twenty-six teachers voted for no representation and four votes were invalid.

In an earlier Indiana election, the Gary affiliate lost to the union by 1,529 to 267.

In two Iowa elections, Des Moines and Cedar Rapids, NEA affiliates, were victors in representation elections. On December 7 a 94 percent turnout of Des Moines teachers who were eligible to participate resulted in 1,564 votes for the Des Moines Education Association, 279 for the American Federation of Teachers, and 25 for neither organization. Cedar Rapids teachers on November 17 elected four Cedar Rapids Education Association members to represent them in salary discussions with the school board. The four CREA-backed candidates won by margins of more than 700 votes over AFT opponents.

The Trenton (New Jersey) Education Association won a victory over the Trenton Federation of Teachers in a December representation election, taking 65 percent of the vote. The vote was 584 to 308. All but 13 of the 913 eligible to vote cast a ballot. Eight voted for neither group.

In another mid-December teacher representation election, the Penfield (New York) Education Association won the right to represent the teachers by 247 votes to the union's 57.

A recent election in Harborfields (Long Island), New York, resulted in a victory for the Harborfields Teachers Association by a vote of 176 to 107. There were 3 "neither" votes, and 3 votes were challenged and 4 voided. Eight of the 301 eligible teachers did not vote.

In Plainedge, New York, the Plainedge Federation of Teachers received 203 votes, the Plainedge Classroom Teachers Association, 158. This was a 56.2 percent margin of victory for the union. The Mt. Vernon, New York, union recently won an election with a vote of 378 for the union and 245 for the Mt. Vernon Teachers Association, with 17 votes challenged, and 5 votes cast for neither organization.

The Education Association of Wethersfield (Connecticut) won the right to negotiate with the Board of Education in November. This win marks the third straight time the EAW has defeated the union in as many years. EAW topped the union by a vote of 146 to 111.

The previous day, the New Haven (Conn.) Teachers' League was defeated in its bid to represent teachers for another year by a vote of 635 for the union and 434 for the association. Twenty-three ballots were challenged and three others were cast for neither organization.

In another Connecticut election, the Ansonia union won by 96 votes to the Ansonia Education Association's 75.

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 7, NO. 3 MARCH 15, 1968 7 WASHINGTON, D.C.

All Teachers Asked To Help Fight in Florida School War

Around the Nation

Walkout Averted In New Mexico

A statewide walkout of New Mexico's public school teachers was averted late last month when Gov. David Cargo agreed to name a nine-man emergency task force to develop, by April 15, a program for improving education in the state. The task force will also recommend to the governor "the earliest possible date" for calling the state legislature into special session to enact the program.

Members of the New Mexico Education Association called off a planned two-day walkout when the agreement was signed February 27.

Oklahoma Demonstration

The executive committee of the Oklahoma Education Association asked the state's 27,000 public school teachers to attend an emergency convention in Oklahoma City March 6. The demonstration was called to protest the state government's failure to enact an educational program.

Impasses Throughout State of Minnesota

At least 100 local education associations in Minnesota reported impasses in negotiations with school boards early this month. One of the largest associations in the state, the North St. Paul Education Association, distributed an "urgent advisory" to all concerned parties, requesting all prospective teachers to refrain from seeking positions with the North St. Paul-Maplewood School District.

Inquiry Conducted In Colorado Crisis

NEA officials have conducted a preliminary inquiry of school financing in Colorado. Colorado Education Association members have said that the state's public schools face a crisis unless financial relief is provided by new state legislation. Gov. John A. Love's request for an immediate increase in aid to the schools has been denied by the legislature.

Sanctions Alert In South Dakota

The South Dakota Education Association's delegate assembly voted a statewide sanctions alert late last month and has asked all members to sign contracts for only one semester of 1968-69. Renewal of contracts for the remainder of the school year would be contingent on improvement of the education climate. SDEA has asked the governor and the state legislature for a special session to deal with the crisis.

San Francisco Union Strike Fizzles Out

A one-day strike by fewer than 1,000 union teachers in San Francisco ended with their losing a day's pay and receiving a mild scolding from the city's mayor. One junior high school was closed by the March 1 strike. Meanwhile, the San Francisco Classroom Teachers Association was granted a temporary court order enjoining the school superintendent and school board from negotiating with the minority union group.

Pennsylvania March

More than 25,000 Pennsylvania teachers marched on their state capital March 4 in support of legislation to raise teacher salaries and increase state support to local districts. The teachers were granted a professional holiday by more than 400 school boards across the state.

Pennsylvania Teachers Back Their Florida Colleagues

When Florida Gov. Claude R. Kirk, Jr., spoke in Erie, Pennsylvania, last month, teachers in the area gathered to protest his educational policies. Teachers in every state of the nation have been asked to contribute a day's pay to help Florida teachers, 30,000 of whom have been out of the classroom in an attempt to force better educational conditions in the state.

Resigned Florida Teachers Face Pressure, Harassment

The 30,000 Florida teachers who resigned their positions have learned the meaning of pressure, harassment, and intimidation. The goal of the pressure is to crush the education profession's attempt, through mass teacher resignations, to force Florida out of its apathy toward public education and reverse the 10-year deterioration of the schools. To block the associations, their opponents are struggling to keep schools open at any cost through use of substitutes and by frightening resigned teachers back to their desks.

The *Gainesville Sun* said one of the local school board's reasons for keeping some classes open was "to break the back of the Florida Education Association's 480 [local] nonworking teachers—and this is not laudable."

Reports from reliable sources in many parts of the state illustrate the varied techniques adopted in trying to "break the back" of the association's efforts to improve Florida education.

(See TEACHER HARASSMENT p. 4, col. 1)

NEA Directors Okay Department Changes

The NEA Board of Directors last month unanimously approved a statement that proposes the restructuring of NEA departments into three categories: departments, national affiliates, and associated organizations. The statement approved by the Board also recommends the substitution of this proposal for one of two proposed amendments to the NEA Bylaws, and withdrawal of the other.

(See NEA DIRECTORS, page 6, column 4)

Day's Pay Requested By Alonso

NEA has asked every teacher in the nation to contribute a day's pay as a commitment to action to help Florida's teachers in the current school crisis. "More than 30,000 Florida teachers have put their jobs on the line so that the state's 1.3 million school children can receive a better education," NEA President Braulio Alonso said. "We must help them through the difficult days ahead."

Many Florida teachers are facing threats of intimidation and reprisal, Mr. Alonso said. "Some have been served with court orders restraining them from encouraging other teachers to join their cause. And of course, the teachers are not now receiving their pay checks.

"Today it is Florida. Tomorrow it may be your state," President Alonso said in a communication to NEA's 8,700 state and local affiliates.

To pledge your day's pay, complete and mail the coupon on page 4 of this issue.

President Alonso also urged teachers throughout the nation not to enter into contract talks with school systems in Florida while the crisis continues. "We hope that teachers considering employment in Florida the next year will observe the profession's code of ethics and national sanctions until after the dispute is settled and the sanctions are lifted," he said.

"Acceptance by teachers of positions in Florida schools at this time would be a slap in the face to the 30,000 courageous teachers who are making tremendous sacrifices there," he said.

On March 2, the NEA Executive Committee voted to provide $2 million to assist in the Florida crisis. The money will be used to guarantee interest on loans, for legal fees, and for grants to teachers for emergency hardship cases.

NEA President Alonso said the money was voted by the Executive Committee after reports had reached NEA and Florida Education Association offices of unwholesome and dangerous school conditions.

(See ALL TEACHERS, page 5, column 1)

ABOUT 700 EXHIBITS—ranging from a computerized golf-teaching machine to the more usual book and school furniture displays—awaited the 30,000 persons who attended the AASA conference last month. Entertainer Alan King, at one general session, asked the audience, "Did you ever look around this convention hall? It looks like a Moorish zeppelin hangar." President of AASA for the coming year is **John L. Miller** (right), superintendent of schools, Great Neck, New York. Congratulating him is outgoing AASA President **William H. Curtis,** whose term ended March 15. Arnold W. Salisbury, superintendent of schools, Cedar Rapids, Iowa, was chosen president-elect. John W. Letson, Atlanta superintendent of schools, was elected vice-president. J. A. Kinder, Newton, Kansas, and Dana P. Whitmer, Pontiac, Michigan, were elected to three-year terms on the AASA executive committee.

School Administrators—30,000 Strong—Debate Pros and Cons of Increasing Teacher Militancy

AASA Members Vehemently Reject Use of Strike and Other Disruptions

Teacher militancy was the major issue discussed, debated, denounced, and defended at the 100th conference of the American Association of School Administrators last month in Atlantic City, New Jersey. AASA members officially approved a resolution deploring any disruption of the educational program. "We vehemently reject the use of the strike, work stoppage, walkouts, slow-downs, and other disruptive practices by teachers under contract," the resolution states. The superintendents recognized, however, "the right of a professional association to apply, in an intelligent and responsible manner, sanctions designed to remedy the existing conditions."

Teacher militancy will get worse before it gets better, Martin Essex. superintendent of public instruction for the state of Ohio, said at a luncheon session. Dr. Essex also advised superintendents to "present the case of the teacher to the community—if it is sound—and bring leadership to attain the appropriate community response."

One of the tools of teacher militancy—professional negotiation—received considerable attention from the 30,000 persons attending the AASA meeting. John Blackhall Smith, superintendent of schools, Birmingham, Michigan, urged superintendents to "recognize that compulsory collective bargaining is here to stay." He suggested that superintendents begin now to develop guidelines for negotiation, to have a plan for arriving at positions. "Don't think the proposals are preposterous—they'll get worse," he warned.

AASA Associate Secretary George B. Redfern suggested that superintendents use an approach to negotiation which keeps the child in the foreground. He also urged them to adopt an organized approach to negotiation, to identify from the beginning the negotiable and nonnegotiable items, to have sequential steps that include impasse procedures, and to approach the task of negotiating in good faith.

Contrary to press reports circulated at the meeting, AASA did not move to separate itself from NEA. It did, by resolution, call for a revision of the structure of NEA "to enable all education groups to serve education best under the conditions prevailing in these times." AASA's outgoing president, William H. Curtis, said that "AASA will do everything possible to keep intact the present relationship between NEA and AASA."

Among the dozens of speakers at the meeting was U.S. Commissioner of Education Harold Howe, II, who recommended a six-point program to help schools focus on society's pressing problems. He urged (1) renewed emphasis on preschool education, (2) making the school a resource for all of the community, (3) combining schoolwork with work outside of the classroom, (4) more and better training and retraining of teachers, (5) greater stress on individualized instruction, and (6) racial integration of schools.

Another speaker, U.S. Secretary of Agriculture Orville L. Freeman, told the superintendents that the nation will not resolve its educational problems until it faces up to the problems of rural America. He advocated a rural renaissance via federal programs that will prompt local initiative.

Training Labs Plan New Programs For Building Skills

The National Training Laboratories' Center for Education is adding new programs in response to mounting interest in laboratory training geared to the realistic demands of new roles and relationships in education.

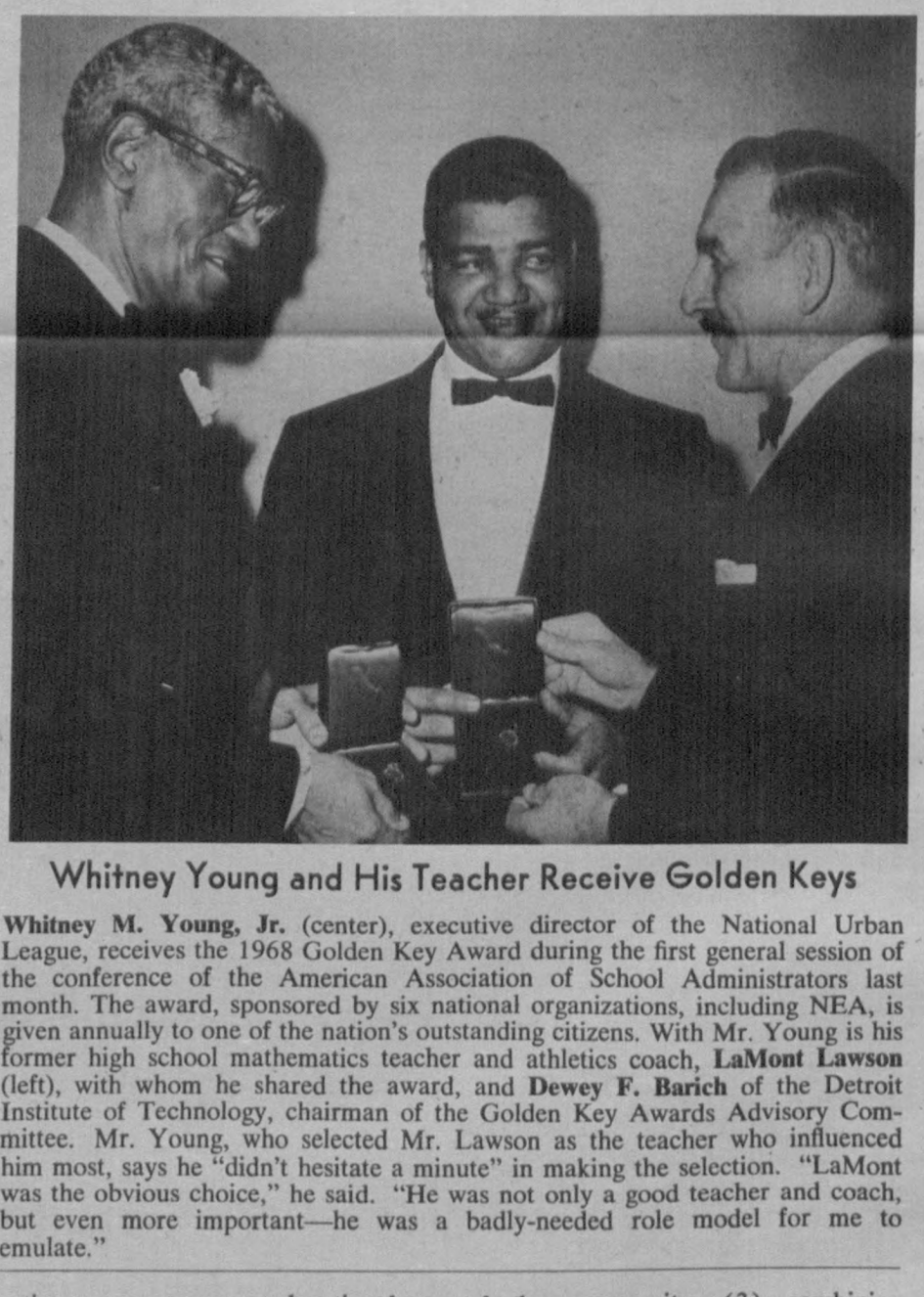
One of the new programs is being planned in collaboration with the NEA Mountain States region. The Mountain States program will emphasize better communication and cooperation and will focus on educational innovation, personal and interpersonal growth, and the human relations skills required for collaboration.

Teams for the program will be recruited in each Mountain State and will include administrators, school board members, professional association leaders, and classroom teachers. A state education association staff member will serve on each team and, with NTL help, will provide continuing consultation throughout the year.

The program will be held as part of the regular NTL sessions in Cedar City, Utah, August 4-16.

Two two-week programs for teachers and administrators will be held at Bethel, Maine, this summer. The programs—July 7-19 and July 29 to August 9—will focus on the interpersonal sensitivities and problem-solving skills needed to plan and manage educational change both in a school system and within an education association.

A four-week advanced intensive program to develop change agents and in-service training staff within school systems and associations will be conducted at Bethel beginning June 30.



Whitney Young and His Teacher Receive Golden Keys

Whitney M. Young, Jr. (center), executive director of the National Urban League, receives the 1968 Golden Key Award during the first general session of the conference of the American Association of School Administrators last month. The award, sponsored by six national organizations, including NEA, is given annually to one of the nation's outstanding citizens. With Mr. Young is his former high school mathematics teacher and athletics coach, **LaMont Lawson** (left), with whom he shared the award, and **Dewey F. Barich** of the Detroit Institute of Technology, chairman of the Golden Key Awards Advisory Committee. Mr. Young, who selected Mr. Lawson as the teacher who influenced him most, says he "didn't hesitate a minute" in making the selection. "LaMont was the obvious choice," he said. "He was not only a good teacher and coach, but even more important—he was a badly-needed role model for me to emulate."

NEA-Delaware Association Report

Committee Calls for Fast Improvement Of Delaware Schools

An NEA-Delaware State Education Association joint committee stated last month that Delaware can provide quality education only if it is willing to move promptly to improve its teacher salary schedule, levy new or higher taxes, equalize local tax burdens, and reorganize its school districts.

Delaware's failure to adapt its school financing and operation during a period of rapid change has been the most unrealistic course possible, the committee report said.

Delaware has experienced "piecemeal legislative adjustments" which often were inadequate by the time they were adopted, and state legislation seldom has reflected a look ahead to future educational needs, Mabel M. Mitchell, chairman of the NEA Commission on Professional Rights and Responsibilities, says in the foreword to the report. Mrs. Mitchell is a Boulder City, Nevada, teacher.

On February 28, the Delaware State Education Association's board of directors unanimously voted to impose a sanctions alert on the state of Delaware. The board defined the alert as a declaration of intent to seek certain improvements called for in the recommendations of the NEA-DSEA joint committee.

The report acknowledges that Delaware is above the national average, and often ranks among the top states, in respect to many aspects of education for its 118,000 public school pupils. The committee indicated, however, that the state must consider both its high potential for school financing and the urgent need to compete successfully for top-notch teachers in the high-income Middle Atlantic region.

NEA estimates that Delaware will spend $676 per pupil in average daily attendance this school year, compared with an average of $824 in the entire mideast region comprised of Maryland, New Jersey, New York, Pennsylvania, District of Columbia, and Delaware.

The five-member study committee, which included the presidents of the DSEA Department of Classroom Teachers and the Delaware Congress of Parents and Teachers, found that the state's fiscal and organizational problems already have had an adverse impact on education. Twenty-five per cent of the new teacher certifications in 1967 were substandard, according to the State Department of Public Instruction. Kindergarten and special education programs have been neglected. High schools in small districts offer a meager selection of courses, the inquiry committee learned.

It was primarily Gov. Charles L. Terry Jr.'s veto last year of a DSEA-backed teacher salary bill, to become effective in 1967-68, that led to the association's appeal to the NEA for an inquiry. A substitute bill, to become effective in 1968-69, was enacted.

The DSEA Representative Assembly resolution calling for a joint study stated that it could become "the first step in the procedures necessary for the imposition of sanctions should the educational climate in Delaware not show significant improvement in the near future." Sanctions could range from public censure of individuals or groups allegedly responsible for an unfavorable school situation to urging teachers in the other 49 states not to accept positions in Delaware.

The report acknowledges that Governor Terry's administration has reversed Delaware's "somewhat chaotic" decade-long fiscal policy of having expenditures outrun revenues, and it notes that "belt-tightening of past fiscal years indicates that little or no funds are being wasted." But it adds: "A sound fiscal policy is being built at the expense of school children, teachers, and other public servants, and the consumers of all government services."

Regarding teacher salaries, the committee recommends that they be increased to make Delaware competitive with nearby states and "commensurate with the minimum budget of a family of four in urban areas near Delaware." Estimated average salary of Delaware elementary school teachers is $7,425, and secondary school teachers, $7,800.

The report emphasizes that the state salary schedule provides only a $2,000 differential between minimum and maximum salaries at both B.A. and M.A. levels and that this range is inadequate. The average differential in the nation is $2,662 at the bachelor's degree level and $3,348 at the master's level, the NEA Research Division estimates.

LBJ Lauds Teachers' Political Record

"Teachers have almost the best record of any group in the country" when it comes to participation in elections, President **Lyndon B. Johnson** told NEA President **Braulio Alonso** at the White House last month. President Johnson also said he was "very proud" of his close association with teachers "and what they have done for the country in making people conscious of the necessity of participating in governmental affairs." A film of the Johnson-Alonso discussion is among the materials that will be used by NEA and its affiliates during Teachers-in-Politics Weekend, April 5-7. Teachers in every state are planning programs during the weekend.

Association of Classroom Teachers Plans Forum for Minority Groups

The executive committee of NEA's Association of Classroom Teachers has set up an agency to promote minority group involvement in the ACT program. The ACT Forum, approved by the executive committee at its February meeting, will serve to identify the concerns of minority group members, channel these concerns to ACT officers and members, guarantee minority groups an adequate voice in the formulation and implementation of ACT programs and policies, and develop potential professional leaders from minority groups.

"For some time ACT has been studying the problem of how to assure minority group participation in the classroom teacher program," said Bruce P. Eckman of Portland, Oregon, ACT president-elect. "This problem has been brought into focus by the merger of dual associations, which in some cases has resulted in a decline or disappearance of Negro leadership.

"When ACT looked into this problem," Mr. Eckman continued, "we found that throughout the country there was inadequate representation of minority groups—not only Negroes but also Spanish Americans, American Indians, and others. The executive committee believes that the forum will enable ACT to speak more effectively for all classroom teachers."

As presently envisioned, the ACT Forum will consist of 15 members who will serve three-year staggered terms. Five will be appointed each year by the ACT president with the approval of the executive committee. The chairman will be appointed annually by the president from the forum membership. A member of the executive committee will serve as liaison between the executive committee and the forum, and an ACT staff member will serve as consultant. The group will meet at least twice a year.

"Because Negroes constitute the largest minority group in ACT, priority attention will be given to the leadership opportunities available to Negroes within the professional associations," Mr. Eckman said.

More NEA Travel Tours Set for '68

Additional tours of the United States and Canada have been announced by the NEA Division of Educational Travel in response to President Johnson's appeal for increased emphasis on domestic travel. New tours of New England and the Canadian Maritime Provinces and an added tour of Alaska by air bring to 25 the total number of Association-sponsored tours in the United States and Canada.

New England-Canadian Maritime Provinces tour departures are now scheduled for July dates, all from New York City. The 29-day tour, priced at $599, visits the Boston area, the Maine seacoast, Nova Scotia, Prince Edward Island, Quebec, Montreal, and Burlington, Vermont.

The air tours of Alaska will depart from Seattle in July, with 18 days of educational touring at a price of $775.

The NEA Division of Educational Travel urges NEA members not to delay submitting deposit for space reservation on the "Enchanting Hawaii" tours for this coming summer. Participants in these tours will be exempt from the application of whatever new travel tax is imposed as a result of current efforts to alleviate the national balance-of-payments deficit. The two-week tours of Hawaii will depart on weekly schedules, June 30 through August 11, from New York. Chicago, and Indianapolis.

"Jamaican Adventure" is the newest tour to be added to the NEA-sponsored travel program. The choice of tour dates is July 7-16 or July 16-25. Prices are $319 from Miami or $399 from New York.

NEA REPORTER

Published monthly except August (two issues in October) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C 20036.

Telephone Area Code 202, 223-9400

Braulio Alonso .....President
Sam M. Lambert....Executive Secretary
John D. Sullivan ..Assistant Executive Secretary for Information Services

* * * *

Prepared by the NEA Journal Division:
Mildred S. Fenner .....Editor
Walter A. Graves ....Associate Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce....Editorial Associate

Send news items to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 60 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

TO: National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

YES, I pledge a day's pay for the protection of teacher rights.

Enclosed is my check or money order to help build up the NEA DuShane Fund for Teacher Rights.

Make checks payable to "National Education Association."

Name _____

Street _____

City, State, and Zip Code _____

_____

Please credit my contribution to the state of _____

Cut here and mail

NEA President Leads Picket Line

Teachers in Montgomery County, Maryland, brought the first teachers' work stoppage to the Washington, D. C., metropolitan area last month when they stayed out of their classrooms for six days—until they won a new base pay of $6,340. Montgomery County Education Association President J. David Eberly called the negotiated agreement "a more than 100 percent improvement" over an agreement rejected earlier by the teachers. The walkout began February 2 after MCEA and school officials came to an impasse on salary negotiations and on association demands for a greater voice in school policy-making. NEA President **Braulio Alonso** (leading the line, above) praised the Montgomery County teachers for their action. A county judge later found NEA and MCEA officials guilty of contempt of court for failing to heed an injunction to halt the walkout; the officials received suspended sentences.

Florida School Bill Fails To Satisfy The State's Teachers

A special session of the Florida legislature convened in January at the insistence of teachers to provide state financing in the K-12 program. It enacted legislation calling for $351 million in the name of education. But less than half of this amount or only $158 million is earmarked for the K-12 program. This leaves a total of $193 million for non-K-12 education expenditures. Where will this $193 million go?

Some $21.6 million from a 7-cent hike in the cigarette tax will be channeled to cities and counties for noneducation spending.

Another $70 million will go toward deficit spending or undesignated funds for programs passed during the regular session in 1967 but previously unfunded.

Subtract another $4.5 million for separate bills ranging from pay raises for highway patrolmen to hyacinth and fire ant control. This leaves a total of $254.6 million from the original $351 million. This is the bill that Governor Kirk must either veto, sign, or allow to become law without his signature. And this is the legislation that the Florida Education Association describes as a bad bill, Here's why:

Of the $254.6 million, a big chunk or $76.9 million goes for property tax relief, giving tax savings to large land owners including paper companies, citrus interests, and other large companies. It also places a ceiling on the local taxing authority at 10 mills, which penalizes those school districts that have demonstrated local initiative by voting additional mills.

Another $19.7 million goes for higher education and for vocational-technical and general adult education. This leaves $158,730,000 in actual appropriations in the K-12 program.

Of this amount, $32.5 million goes for: capital outlay ($26.5 million), textbooks ($3 million), and retirement matching funds ($3 million).

Finally there remains only $126,-233,000 for the actual operation of the elementary and secondary schools within the minimum foundation program.

What did the teachers want? A Senate bill, which was rejected in the House, would have provided a total of $213 million in operating funds for the K-12 program with no strings attached. This would have been acceptable to the FEA.

What the teachers are asking for now is for the legislature to come back in special session and provide for the following:

- A legislative package that provides more money for elementary and secondary schools and that is not tied to property tax relief.
- A professional negotiations agreement.
- A professional standards board composed of teachers only.
- A strengthened tenure law.
- Full reinstatement without reprisals for all teachers who have resigned.

FEA fears that, as conditions stand now, the public will feel that the teachers are responsible for all the new taxes in the $351 million total tax plan when in fact the K-12 program is getting less than half of this amount.

TEACHER HARASSMENT

(Continued from page 1, column 3)

One resigned teacher wrote to her school board: "It hurts me to discover in a country where I thought the right to reasonable dissent was one of my birthrights, I have been harassed by anonymous phone calls, threatened, told certain doctors would not accept me as a patient, and told I could never find another job in Tallahassee."

Telephone threats have been frequent. One call reported to association officials went like this:

Anonymous caller: "Does your wife teach at Leon High School? "

Answer: "Yes."

Caller: "Will you tell your——— wife that if she knows what's good for her she will lay off this education mess."

Answer: "This sounds like a threat."

Caller: "You can take it any —— way you want to."

The president of the Bay County (Panama City) Classroom Teachers Association found a six-foot wooden cross burning in his front yard. Building administrators in one county called resigned teachers and told them they would be "put in jail" if they didn't return to class.

At a military base, wives who taught in public schools were phoned—perhaps not by official sources—and told their husbands would be transferred to Vietnam if the wives did not remain at their teaching posts.

Florida's Teachers Show Rare Courage

"I could have retired in June after 25 years of service to Duval County, and I could have taken health leave between now and then," the elementary school principal remarked. "But I feel I have taken a stand that will be best for our children." This comment by Mrs. Elsie B. White, who developed a minor heart ailment a few months ago, illustrates the almost unbelievable courage exhibited by some of the Florida teachers who recently resigned.

As the third week of the statewide crisis began, teachers had assurance of $2 million which NEA made available to guarantee interest on loans, provide grants in hardship cases, and for other purposes. But when the thousands of teachers first turned in their resignations, the financial outlook was more bleak.

Tampa provided the most dramatic scene on resignation day. About 2,500 Hillsborough County teachers, after being locked out of city-owned Hixon Convention Center where they had arranged to meet, marched to the courthouse to turn in their resignations. Hundreds jammed the building, slowly funneling up the escalator to turn in their resignations, individually at the school superintendent's office on the second floor. Although there were some attempts at humor among the waiting teachers—for example, "Does anybody want to buy a house? "—tears were not uncommon among the teachers as they parted with their resignation papers.

"Several women fainted from the press of the crowd and the heat generated by the mass," the *St. Petersburg Times* reported. One teacher who fell ill in the line refused to go to the hospital until she could be carried to the superintendent's office and hand in her resignation.

Fear that the courthouse might not be strong enough to continue withstanding the weight of the crowd caused officials to switch the exercise to the hall in the afternoon.

Why were teachers from Pensacola to Key West willing to make such a great sacrifice by resigning? Most of them likely would answer as did a Tallahassee teacher who explained in a letter-to-the-editor: "I love teaching and believe in education—it was purely a question of principle and of conscience."

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Florida Education Association	Florida Public Schools
• National Education Association	Florida Public Schools
• National Education Association	Jackson County (West Virginia) Public Schools
• New Jersey Education Association	State Board of Higher Education
• Pennsylvania State Education Assn.	Carlynton School District
• Pennsylvania State Education Assn.	Palmerton Area School District
• Pennsylvania State Education Assn.	West Mifflin School District
• Vermont Education Association	Fletcher Public Schools
• West Virginia Education Association	Jackson County Public Schools

The Ohio Education Association lifted sanctions from the Struthers Public Schools, effective February 24.

All Teachers Asked To Help In Florida's School Struggle

(Continued from page 1, column 4)

"Florida's teachers are determined to continue this struggle against callous indifference and apathy by the state's leaders," Mr. Alonso said.

Other recent NEA actions related to the Florida crisis include:

• Dispatch of a telegram to President Johnson urging an investigation of reports that military personnel and civilians under government contract were being used to man the Florida public schools. The telegram—signed by NEA Executive Secretary Sam M. Lambert and sent also to several federal officials, to Florida Gov. Claude R. Kirk, Jr., and to the managers of several defense plants in Florida—said "it is a sorry day" when government employees "allow themselves to be used to subvert protest efforts by the teaching profession to provide quality education to the children of Florida."

• An appeal by NEA Executive Secretary Lambert to the Florida State Department of Public Instruction, calling on the state's education officials to "protect the safety and welfare of Florida's school children" by shutting the schools for the duration of the crisis. Dr. Lambert said that many unqualified teachers are manning the classrooms in a desperate effort to keep the schools open. He said that hastily gathered substitute teachers, particularly those who are not qualified, will seriously impair the educational program of children.

In Florida itself, the outlook for a settlement of the crisis was gloomy at press time. Upward of 20,000 resigned teachers have remained out of the classrooms. Some schools have been closed and the open schools have been inadequately staffed.

Earlier, it appeared certain that March 1 would be V-Day. Florida Education Association officials and a majority of the state board of public instruction, including state superintendent Floyd Christian, had reached agreement, both sides reported. However, political pressures reportedly caused some board members to retreat and the expected settlement was blown sky high.

This failure apparently didn't disappoint Governor Kirk, who earlier had threatened to veto an education bill lying on his desk after he learned of "secret negotiations" between FEA and the state board of education.

Superintendent Christian withdrew the settlement proposal after support from some board members evaporated. FEA Executive Secretary Phil Constans, Jr., said "it looks like it could be a longer battle," adding that "we'll never crawl back into the classrooms."

The following factors are among those that may determine the direction the tense situation may go in the days ahead:

• Whether Kirk signs or vetoes the education bill now on his desk.

• Expected attempts by FEA forces to bring enough pressure to assure a second special legislative session on education if the bill fails.

• The number of hard core of FEA members who will continue to remain out of their classrooms (more than 20,000 of the state's 58,000 teachers stayed out during the first two weeks of the resignations).

• The possibility that appeals by NEA, FEA, and hundreds of teachers and other citizens for the state to close

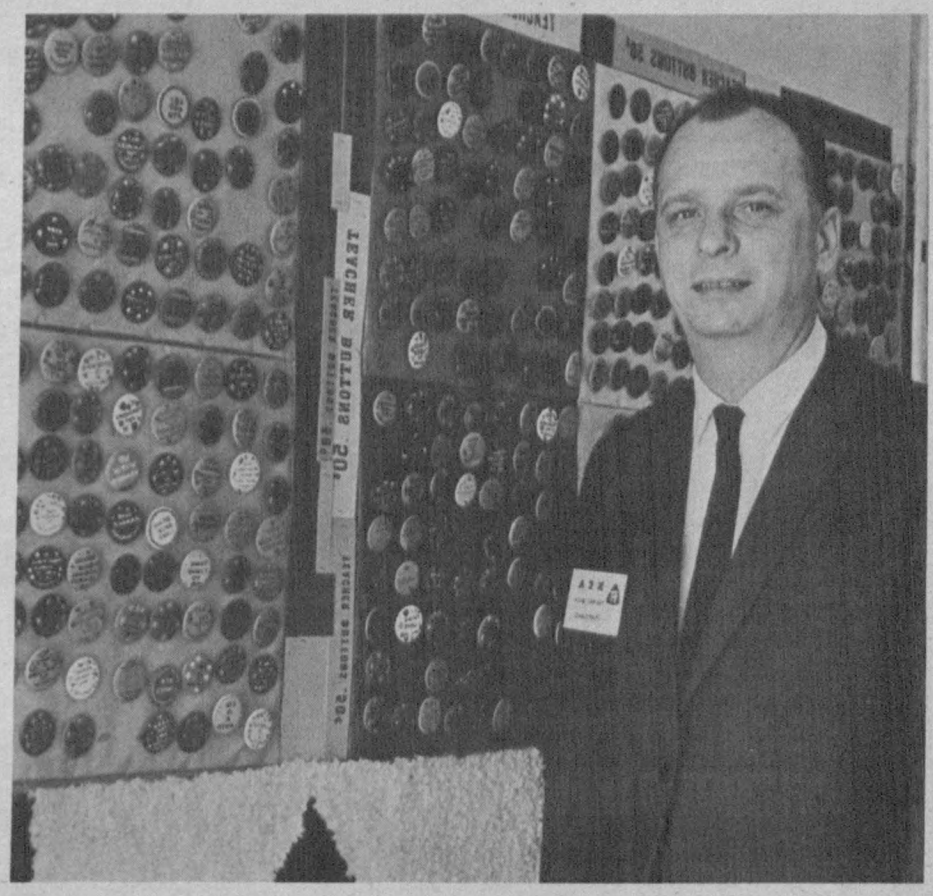
all the schools for the remainder of the crisis will yet be acted upon.

• Moves to disaccredit some Florida schools with substitute teachers (the Southern Association of Schools and Colleges has said it is watching the Florida situation closely; disaccreditation could strengthen public demand for resolution of the school impasse).

• The exodus of regular teachers to other states.

• The degree to which parental and other public opinion lines up behind the resigned teachers rather than behind forces that demand the schools remain open at any price.

This issue of the NEA REPORTER has been mailed by Exceptional Dispatch to ensure rapid delivery to all members. You can help the REPORTER staff determine the effectiveness of this rapid-mail effort by writing to let us know on what date you received your copy.



Maryland NEA Director Promotes DuShane Fund

"My Salary Is Regressive," "Free Periods Corrupt," "Ideal Class Size: 36-24-36," and "Playground Duty Is a Riot" are some of the tongue-in-cheek sayings on buttons **Thomas G. Bush,** NEA director for Maryland, is selling to raise funds for the NEA DuShane Fund for Teacher Rights. Other buttons, from the more than 200 sayings, proclaim "NEA Cares," "Teacher Power" (at left), "Sneak a Prayer to School," or "Snow Days Are Cool." Mr. Bush, a specialist in instructional materials for the Baltimore City Public Schools, has transmitted hundreds of dollars to the DuShane Fund by selling the buttons for 50¢ each. Using a left-over supply of local association campaign buttons, Mr. Bush applies a background color, letters in the saying, adds flowers or other decorative touches of color to make a distinctly different kind of button, and gives it a protective coating. In addition to the actual funds collected, the purpose of the project is to demonstrate what one person can do alone to help increase the fund, Mr. Bush said in an interview recently at NEA Center. He displays the buttons at leadership training and other conferences. In the photo above he stands before the display during the meeting of the NEA Board of Directors last month.

Status of Major Federal Education Bills as of March 5, 1968

NINETIETH CONGRESS—SECOND SESSION

Bill	House	Senate	Major Provisions
Higher Education Amendments HR 15067	Hearings in progress	Pending in committee	Extends NDEA, Higher Education Facilities Act, Higher Education Act of 1965; creates "Networks for Knowledge"; combines NDEA student loan program, work-study, and educational opportunity grants; provides public service education.
Vocational Education Amendments HR 15066	Hearings in progress	No action scheduled	Consolidates and improves existing vocational programs; removes ceiling on authorizations; provides statewide matching of federal funds, instead of matching by separate categories; creates a separate program for homemaking education; provides for advance funding.
Judicial Review S 3	Pending in committee	Passed April 11, 1967	Permits court tests of constitutionality of federal aid legislation.
Medicare for Teachers S 1071	No action scheduled	Pending in committee	Extends medicare coverage to 700,000 teachers not presently included.
Juvenile Delinquency Prevention and Control HR 12120	Passed September 26, 1967	Hearings completed	Provides preventive and rehabilitative centers and services.
Balance of Payments Travel Tax Proposal	Hearings in progress	Awaiting House action	Administration proposal would tax foreign travel and reduce duty-free exemptions.
Civil Rights Act HR 2516	Passed October 25, 1967	Floor action in progress	Prohibits interference with civil rights, including right to educational pursuits.
Copyright Revision HR 2512 S 597	Passed April 11, 1967	Pending in committee	Complete revision of 1909 statute; stalled in Senate over technologically innovative materials.
National Foundation on Arts and Humanities Foundation Amendments HR 11308 S 2061	Passed February 22, 1968	Floor action due	Extends programs for two years, with authorization of $55 million for Fiscal 1969, $80 million for Fiscal 1970.
National Science Foundation Amendments HR 5404 S 836	Passed April 12, 1967 (HR 5404)	Hearings completed November 16, 1967	Includes social science activities in NSF program; Senate bill, S 836, would create separate social science foundation.
Housing and Urban Development Act HR 15624 S 3029	Hearings due this month	Pending in committee	Provides broad public-private plan for rebuilding the residential hearts of large and small cities, including educational facilities.

Secondary Principals Told To Become More Militant

Convention Of Principals Attracts 9,800

The school principal—who increasingly finds himself the man in the middle during teacher-school board disputes—heard lots of advice last month during the 52nd annual convention of the National Association of Secondary School Principals. Mainly, the advice was that he should become more active, more involved in negotiation and policy making.

NEA President Braulio Alonso, himself a principal, told the NASSP members in a section meeting that "the secondary principal must understand that today's teachers and schools are changing, and he must change with them." During school crises, Mr. Alonso said, "in many places the principals stood with the teachers. In others, the principals sided with the school board." Mr. Alonso contends that in every case where principals have not supported teacher demands, the principals have been the losers. This issue was hotly debated in the discussion period following Mr. Alonso's presentation.

Alexander Taffel, president of the High School Principals Association of New York City, told the principals that the new power structure of schools today requires principals to demand "from both school boards and teachers, the respect and attention appropriate to their responsibilities."

A former principal, Benjamin Epstein (now an administrator for the Newark Public Schools), urged principals to get in on the ground floor of legislation on negotiation. Principals should make certain that state legislation gives them the right to bargain separately. Principals must also demand their own grievance machinery, he said.

Reflecting this concern about the principal's role in negotiation, an NASSP advisory board recommended that the association set up institutes in the field so that principals can prepare themselves for a more effective role in the negotiation process. The board also suggested that NASSP strengthen state and local principals' associations throughout the nation.

Another speaker at the convention urged principals to reassert their instructional leadership. John A. Stanavage, principal of Shaker Heights (Ohio) Senior High School, said that principals should have more staff assistants. "Through such a structure," he said, it should be possible to return the principal to his rightful station as the principal educator.

Dean Rusk Tells School Principals About Spy Ships

U.S. Secretary of State **Dean Rusk** (center) told members of the National Association of Secondary School Principals last month that spy ships such as the Pueblo, which was captured by North Korea, are essential in today's world. "These ships are especially important to us," the Secretary said, "because our adversaries have closed societies. They don't publish the sort of facts that the Communists know about our military disposition simply from reading newspapers and department and committee reports." With Mr. Rusk above are NEA President **Braulio Alonso** (left) and 1967-68 NASSP President **Robert L. Foose.** Delmas F. Miller, director of University High School, West Virginia University, was elected 1968-69 NASSP president. Curtis Johnson, principal of Alexander Ramsey High School, Roseville, Minnesota, was chosen president-elect. NASSP members also reelected two members of their board of directors: W. D. Bruce, Jr., principal of Thomas Jefferson High School, Louisville, Kentucky; Edwin B. Keim, principal of Cheltenham High School, Wyncote, Pennsylvania;; and elected two new members: Oscar Goehring, principal of West Junior High School, Rapid City, South Dakota; and Charles H. Baltimore, principal of Bell Vocational High School, Washington, D.C.

Author, Editors, Educator Meet at Magazine Showcase

Featured participants in the "Magazine Showcase" session held during the convention of the National Association of Secondary School Principals converse informally before the session opens. They are (left to right): **Arthur D. Morse,** author of the new book, *While Six Million Died;* **Warren J. Rogers, Jr.,** Washington editor, *Look Magazine;* **Carroll F. Johnson,** superintendent of schools, White Plains, New York, and co-chairman, Joint Committee, NEA and Magazine Publishers Association; **Paul Friggens,** roving editor, *Reader's Digest.*

NEA Directors Okay Department Changes

(Continued from page 1, column 2)

The two proposed amendments are numbers 15 and 16. Amendment 16 would require all members of NEA departments eligible to be active members to also be members of NEA. Amendment 15 would establish two categories of NEA national affiliates —departments and educational societies—with differing NEA membership requirements and specifying that NEA should transmit a portion of members' dues to the six organizations to be called departments.

The board unanimously decided that the statement on restructuring was preferable to either of the alternatives suggested by amendments 15 and 16. The entire statement on restructuring the departments will appear in the April *NEA Journal.* The same issue of the *Journal* will include a summary in chart form of the proposed substitute amendment to the NEA Bylaws.

Joint Charters Okayed

The Board of Directors also approved a new proposal for joint chartering—by NEA and the appropriate state association—of local associations of the united teaching profession. The proposal, presented by the Board's Committee on Professional Unity, does not affect the present status of affiliates but offers to local affiliates that meet certain standards the opportunity to be chartered jointly and to be mentioned separately in any listing of NEA affiliates.

To maintain its chartered status, the local association would have to maintain a level of operation in accordance with standards set for its state and would receive an evaluative visit once every five years.

The criteria for local associations of the united teaching profession involve the affiliate's structure, communication ability, unified membership, appropriate governance system, program, recognition for negotiation by the local board of education, grievance procedures, and relationships with state and national associations.

The Board also accepted the Executive Committee's recommendation that the present practice of selecting late June and early July dates for the NEA Convention be continued. The Board approved Atlantic City, New Jersey, as the site of the 1972 Convention.

Alexandria, Virginia, Teachers Win Pact

Teachers in Alexandria, Virginia, last month won a package of gains including salary increases, protection of teachers against unfair dismissal, improved sabbatical leave, and a new grievance procedure. The Education Association of Alexandria was recognized last June as the negotiating agent for the city's teachers, according to EAA President Eugene Truitt.

The Alexandria agreement provides for a 1968-69 salary range for teachers starting at $6,300 and going up to $12,726 on an index system. The agreement also provides for payroll deduction of EAA, NEA, and Virginia Education Association dues, and spells out procedures for teacher promotional opportunities, transfer opportunities, sick leave, and other benefits.

Art Educators Schedule Four Regional Conventions

Art educators across the United States and Canada will be attending four National Art Education Association regional conventions this spring. Speakers, themes, and activities have been planned to focus on the problems of urban environment, visual communication, and contemporary art.

Convention places, dates and themes are: **Western Regional**—St. Louis. March 17-21. Chase Park Plaza Hotel. "The Environment/Aesthetic Issues"; **Pacific Regional**—Salt Lake City. March 27-30. Hotel Utah. "Design Education: The Visual Environment"; **Eastern Regional**—New York City. April 2-6. Statler Hilton Hotel. "Visual Communication: Aesthetic and Educational Dimensions"; **Southeastern Regional**—Atlanta. April 17-20. Marriott Motor Hotel. "Op, Pop and Turn On." For details, write to NAEA at NEA Center.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern)

Sunrise Semester—Alternate weekdays, CBS-TV, check local stations. "The Near East from Alexander to Muhammad," taught by New York University Associate Professor Francis E. Peters. "Russian Literature in Translation," taught by New York University Professor Robert Magidoff.

The Actor—Friday, March 15, ABC-TV, 8:30 P.M. Alec Guinness narrates a program about actors and the theatre arts.

Discovery—Sundays, ABC-TV, 11:30 A.M. *March 17:* "Puerto Rico: Americans of the Caribbean." (Rebroadcasts begin) *March 24:* "Declaration of Independence." *March 31:* "The Constitution." *April 7:* "Where the Sea Begins." *April 14:* "Pirates and Sunken Treasure."

The 21st Century—Sundays, CBS-TV, 6 P.M. *March 17:* "Fighting Fear with Fear," about the new "implosive therapy" for emotional disorders. *March 24:* "Can We Live To Be 100?" *March 31:* "New Industries." *April 7:* "The Heart," with Drs. Christiaan Barnard and Irving Kantrowitz. *April 14:* "New Film Techniques."

Travels With Charley—Sunday, March 17, NBC-TV, 10 P.M. Henry Fonda narrates an adaptation of John Steinbeck's book about his poodle.

The Strange Case of the English Language—Tuesday, March 19, CBS-TV, 10 P.M. Harry Reasoner looks at the uses of language by Churchill, FDR, and Senator Robert F. Kennedy (D-N.Y.), among others.

NBC Children's Theatre—Thursday, March 21, NBC-TV, 7:30 P.M. "The Reluctant Dragon," an adaptation of Kenneth Grahame's classic performed by Kukla, Fran and Ollie.

The New Voices of Watts—Sunday, March 24, NBC-TV, 4:30 P.M. An examination of developing art forms at the Watts Literary Workshop in Los Angeles.

How Life Begins—Tuesday, March 26, ABC-TV, 7:30 P.M. A tasteful and sensitive examination of the miracle of birth.

Young People's Concert—Sunday, March 31, CBS-TV, 4:30 P.M. The New York Philharmonic with Leonard Bernstein.

Magazines

(March issues)

Good Housekeeping—"What Your Child Really Wants To Know About Sex"; "My Problem: Tough Teenager and How I Solved It"; and "How a Child Develops—Age Four to Seven."

Look *(April 2)*—"Memo From Scarsdale; New Role of The Suburban Schools," by Don G. Emery.

Parents' Magazine—"Sex Education in the Schools," by Eric W. Johnson; "What's Wrong With Driver Training?" by E. Calvin Scott; and "Integration: Progress and Problems," by Kenneth Brodny.

Reader's Digest—"The Middlest Boy of All," by Carol Barnes, a mother who found a special school for her retarded boy. "The Pill and the Teen-Age Girl," by Pearl S. Buck. "How to Succeed in Business Before Graduating," by Peter M. Sandman. "Why Students Turn to Drugs," by a recent college graduate.

Saturday Review *(March 16)*—"New York's Private Schools: Panic Among the Privileged," by Grace and Fred M. Hechinger, discusses the many reasons for the increasing drive to get into New York City's few private schools.

Seventeen—"They Don't Tell You Everything in Biology Class," by Alice Lake.

Overseas Teachers' Back Pay Demanded Through Court Suit

Some 20,000 present and former overseas teachers are now a step closer to winning the back pay they have been demanding via a suit brought with the support of NEA and the Overseas Education Association. Judge Oren Lewis of the U.S. District Court for Eastern Virginia has not only denied the government's motion for a summary judgment, but further has ordered the suit to be maintained as a class action. The suit was brought by six overseas teachers against the United States to recover back pay for themselves and others similarly situated. The recoverable amount of pay involved in the suit is estimated at $20 million.

The six teachers contend that the federal government owes them back pay for the period 1959-1965, following enactment of NEA-sponsored legislation in 1959 by which Congress directed the Department of Defense to reimburse teachers at a rate equal to that paid to public school teachers in the United States. The Department of Defense did not comply with the law, on the grounds that appropriations were inadequate. The overseas teachers salary act of 1966 (P.L. 89-391), supported by NEA and the Overseas Education Association, provides that DOD teachers be paid salaries equal to the average paid teachers in cities of 100,000 or more population. The Department of Defense has complied with the intent of this law since April 1966.

There have been several previous legal actions on the issue of back pay for DOD teachers between 1959 and 1965. The latest decision which provides that the case be heard on its merits sets the scene for further litigation and ultimate decision by the U.S. Supreme Court.

Persons who taught in the DOD schools between 1959 and 1965 should read the notice below. For further information, interested persons may contact Cecil Driver, executive secretary, Overseas Education Association, Vandenberg Elementary School, APO New York 09633.

IN THE UNITED STATES
DISTRICT COURT FOR THE EASTERN
DISTRICT OF VIRGINIA
HOMEZELL CHAMBERS, et al.,
Plaintiffs,
v.
THE UNITED STATES,
Defendant.
Civil Action No. 4106
NOTICE OF PENDENCY
OF CLASS ACTION

To all persons (with the exception of those noted below) who rendered services as teachers in the Overseas Dependents Schools between July 17, 1959 and April 14, 1966:

NOTICE IS HEREBY GIVEN: That on June 7, 1966, plaintiffs filed this action against the United States to recover back pay for services rendered by them as teachers in the Overseas Dependents Schools operated by the Department of Defense.

They filed the action on their own behalf, and as a class action on behalf of approximately 20,000 teachers similarly situated, expressly excluding the approximately 3,000 teachers who instituted actions in the United States Court of Claims. The Complaint alleges that the Department of Defense failed to comply with the 1959 Overseas Teachers Pay Act, P.L. 86-91, which required it to fix the rates of basic compensation of teachers in the Overseas Dependents Schools in relation to the rates of basic compensation for similar positions in the United States. It alleges that salaries actually paid teachers in the Overseas Dependents Schools were substantially below the rates computable under the Act, or computable under the regulations promulgated by the Secretary of Defense pursuant to the Act and seeks money damages for plaintiffs and for each individual in the class for such sums found to be due and unpaid.

On May 29, 1967, the Government filed a Motion for Summary Judgment and an Opposition to Plaintiffs' Petition for an Order Determining this Action to be a Class Suit.

On January 23, 1968, the Court entered an Order denying the Government's Motion for Summary Judgment and directing that this case proceed as a class action under the provisions of Rule 23 of the Federal Rules of Civil Procedure.

NOTICE IS HEREBY GIVEN, pursuant to the provisions of Rule 23(c)(2), that:

1. The Court will exclude you from the class if you request exclusion in writing on or before the 1st day of May, 1968. Persons who request exclusion will not be entitled to share in the benefits of the judgment if it is favorable to the plaintiffs, and will not be bound by the judgment rendered in this case if it is adverse to the plaintiffs. Requests for exclusion should be sent to the Clerk of the United States District Court For the Eastern District of Virginia, Alexandria, Virginia.

2. The final judgment entered in this case will include, and will be binding upon, all members of the class who do not request exclusion, whether or not the judgment is favorable to plaintiffs. It will apply to all whom the Court ultimately finds to be members of the class.

3. If you do not request exclusion, you may, if you desire, enter an appearance through counsel of your own choosing. The plaintiffs are represented by Allan L. Kamerow, Esquire, 3504 Sterling Avenue, Alexandria, Virginia; Solomon L. Margolis, Esquire, 1025 Vermont Avenue, Washington, D.C.; Alan Y. Cole, Esquire, 1730 K Street, N.W., Washington, D.C.; and Earl C. Berger, Esquire, 16 Rue Chauveau, Neuilly-sur-Seine, France. If you do not request exclusion, and you do not enter an appearance through counsel of your own choosing, the above-named counsel for plaintiffs will represent your interests in this case.

This Notice is not applicable to or directed toward the approximately 3,000 teachers who instituted actions in the United States Court of Claims against the United States entitled *Crawford, et al* v. *United States*, 376 F.2d 266, *Cert. denied*, 389 U.S. 1041 (January 15, 1968).

Accordingly, it is hereby Ordered that plaintiffs cause this Notice Order to be published in the March, 1968 edition of the National Education Association Reporter and the March, 1968 issue of the American Teacher.

It is further Ordered that defendant cause this Notice Order to be promptly posted in all Overseas Dependents Schools operated by the Department of Defense in locations plainly accessible to teachers employed therein.

/s/ Oren R. Lewis
United States District Judge

Dated: February 21, 1968.

College Faculty Median Salary Tops $10,000

The median of faculty salaries in four-year or higher degree granting institutions of higher education has exceeded $10,000 for the first time in the 16 years that the NEA Research Division has conducted the biennial surveys.

The median academic-year salaries paid to full-time faculty in 1967-68 is $10,235 in institutions which grant the four-year or higher degree, $9,165 in public two-year institutions, and $7,211 in nonpublic two-year institutions. Salary information for 229,500 faculty in 1,762 institutions has been processed for the Division's eighth biennial study of salaries in higher education. It is estimated that the institutions participating in this survey employ more than 80 percent of all full-time teaching faculty in higher education.

The median 1967-68 salaries by rank of faculty in four-year or higher degree granting institutions are as follows: professor, $14,713; associate professor, $11,393; assistant professor, $9,472; instructor, $7,458; and lecturer, $8,501. One-fourth of the faculty in these institutions are paid $12,679 or more this session; one-fourth are being paid $8,496 or less, according to the survey.

The completed report will be published this spring by the NEA Research Division.

Higher Education Association Plans Regional Meetings

A series of regional meetings in college and university centers around the country is being sponsored by the American Association for Higher Education as a part of its Campus Governance Study. Funded by the Charles F. Kettering Foundation, the series is directed by David Hauser, executive director of the Society for Religion in Higher Education, and associate director of the Campus Governance Study.

Lead-off speech at the meeting March 4 at the University of Notre Dame was "Lemmings and Leopards: Governance Issues in Church-Related Higher Education." Mr. Hauser conducted the meeting, designed for AAHE members in the nearby regions of Indiana and Michigan. At the March 8 meeting at Indiana University, Laurence DeBoer, State University of New York, Stony Brook, spoke on "New Academic Programs at Stony Brook."

Three regional meetings were held last month on the West coast at Palo Alto, California (Stanford University); Los Angeles (Occidental College); and Berkeley, California (Pacific School of Religion).

Schools Failing Disadvantaged, Council Warns

NEA President-Elect Elizabeth D. Koontz is one of the members of a national advisory group which recently informed President Johnson that in the education of the disadvantaged, the nation's public schools have merely scratched the surface.

The National Advisory Council on the Education of Disadvantaged Children, evaluating the first full year of operation of Title I of the Elementary and Secondary Act, manages to uncover some "significant progress" and a "few cases" exhibiting "dramatic signs of hope." Most of the 24-page report, however, paints in somber tones the serious deficiencies, so far, in this federally financed program.

Commenting on the report, Mrs. Koontz emphasized that the council was charged with making a critical evaluation that could help improve the program, "not with whitewashing it."

"The public schools of America have a long way to go," the council says, "first in discovering the ways in which education can effect major changes in the lives of the poor, and then in doing something about it."

More Than $3 Billion Of NEA Insurance Now Covers Members

NEA Accident Insurance Costs But $19 Yearly

More than $3 billion of NEA Accidental Death and Dismemberment Insurance is already in force, Arnold W. Wolpert, new director of the NEA Special Services Division, announced this week. The insurance offers coverage for members and protects them and their families for an annual premium of just $19 a year. The program is open to all NEA members who are also members (if eligible) of their state education association.

"There is no better program available to anyone anywhere at this price," Dr. Wolpert said. "The NEA program offers up to $100,000 coverage for a member while he is a passenger in a public conveyance. It pays up to $30,000 if he is killed or suffers dismemberment while in an auto or as a pedestrian. And it pays up to $12,500 upon death in any other accident of any type."

Dr. Wolpert also noted that coverage may be spread to include a member's wife or husband, and their children, through the same $19 per annum program. Parents may be covered also.

A member may elect to pay only $10.50 a year and receive half coverage, he added.

Dr. Wolpert pointed out that the NEA Accidental Death and Dismemberment Insurance is one of the cheapest ways to buy travel insurance. One annual payment provides coverage for every trip the member makes during the year, he said.

Other highlights of the NEA Accidental Death and Dismemberment Insurance program are these:

- The coverage is round the clock, round the world (except in war areas)
- No medical examination is required and there is no age limitation
- Protection starts from the date of the postmark on a member's application.

An application form for the NEA Accidental Death and Dismemberment Insurance program is at right. Note that the application form should *not* be sent to NEA Center, but directly to NEA Accidental Death Insurance Program, P.O. Box 821, Newark, New Jersey 07101.

The programs described on this page of the REPORTER are special services now available to NEA members: Accidental Death and Dismemberment Insurance, Tax-Sheltered Annuity, and the NEA Mutual Fund. Term life insurance is also available.

These services—with more to come—are available at low cost only to members of NEA and state associations. Members of the NEA Special Services Committee are Earl C. Funderburk, Virginia, chairman; Richard D. Batchelder, California, vice-chairman; Hester Bensinger, Ohio; Paul G. Bulger, New York; Anita Cherry, Texas; A. C. Dawson, North Carolina; Janet Dean, Florida; Grace M. Scott, Texas; and Henry J. Stoudt, Pennsylvania.

Covered by NEA Insurance

When NEA members travel, they can be covered by NEA insurance at very low cost. Shown above starting a flight at Topeka Municipal Airport, is **Richard E. Shepard,** Kansas State Teachers Association assistant secretary for professional services, with his wife **Lou** and his daughters **Cindy** and **Elizabeth.** Mr. Shepard and his family are covered by the NEA Accidental Death and Dismemberment Insurance program.

Benefits PLAN I Cost—$19 Annually

	While a Passenger on a Public Conveyance	In an Auto or as a Pedestrian struck by a Motor Vehicle	In any other Accident
Member Only	$100,000	$30,000	$12,500
Member and Spouse	80,000 12,500	25,000 10,000	10,000 3,750
Member and Each Child*	60,000 5,000	25,000 5,000	10,000 2,500
Member, Spouse and Each Child*	50,000 10,000 5,000	20,000 10,000 5,000	7,500 3,750 2,500
Each Parent (Annual Cost=$6.75 per parent)	7,500	5,000	2,500

PLAN II is available for $10.50 annually. It offers benefits exactly one-half of those shown for Plan I. Half-coverage for parents costs $3.75 per parent annually.

The low yearly contribution covers you for the full amount of insurance for: loss of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. Half benefits are payable for the loss of one foot, one hand or sight of one eye.

*Unmarried children less than 21, except to 25 if dependent upon member for support.

Clip this application form and send it to: NEA Accidental Death Insurance Program, P.O. Box 821, Newark, New Jersey 07101.

STATEMENTS BY MEMBER TO BE INSURED—National Education Association—Accidental Death and Dismemberment Insurance

(Please print all answers)

1. NAME

Last First Middle Initial

2. RESIDENCE

No. Street City State Zip Code

3. BENEFICIARY

First Name Middle Initial Last Name Relationship

4. NEA MEMBERSHIP ☐ Yes ☐ No

5. State Association Membership

☐ Yes—Name of state ass'n. .....

☐ Not eligible for membership

6. Indicate coverage desired:

☐ Member only ☐ Member and each child

☐ Member and spouse ☐ Member, spouse and each child

7. Parents Coverage—I wish to insure the following parent(s)*:

1.

First Name Middle Initial Last Name

2.

First Name Middle Initial Last Name

*Parents must reside in member's household to be eligible.

8. Check plan desired:

☐ Plan I..... $19.00 ☐ Plan II $10.50

Parents Coverage ..... X $6.75 = $ ..... Parents Coverage ..... X $3.75 = $ .....

Total Contribution $ ..... Total Contribution $ .....

Make check payable to "N.E.A. A. D. & D."

Ord. 70086-1 Ed 1-67 Date Signed....., 19..... Signature of Member.....

FOR INSURANCE OFFICE USE ONLY Ident. No. T Eff. Date R

Cut here and mail

REQUEST FOR INFORMATION

TO: Special Services Division
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Please send me without obligation information about the following:

☐ NEA Life Insurance ☐ NEA Mutual Fund

☐ NEA Tax-Sheltered Annuity Program

Name ..... Street .....

City ..... State ..... Zip Code .....

Please consider offering these additional services through the Special Services Division:

.....

.....

Cut here and mail

Board of NEA Mutual Fund Okays Stockholders Session

The board of directors of the NEA Mutual Fund has authorized calling of a special meeting of stockholders of the fund on March 27 to vote on approval of Templeton, Dobbrow & Vance as investment adviser to the fund effective April 1, 1968. Templeton, Dobbrow & Vance of Englewood Cliffs, New Jersey, was picked after a three-month search of investment firms in both New York and Los Angeles. The selection was unanimous by the investment committee of the NEA Mutual Fund.

Robert H. Wyatt, Indiana, president of the NEA Mutual Fund, looks to the future with optimism: "The NEA Mutual Fund with 8,295 investors and a current total worth of $9,606,415 now seems to be just the right size to adopt a more aggressive investment program with a minimum of dependence on what others do," he stated. The current restless market may develop some excellent growth prospects and NEA Mutual Fund is, for the time being, enlarging its cash position so as to ride out any further decline as well as to invest advantageously when an upswing develops.

NEA Mutual Fund carries only a two percent load. An investment program can start with a minimum of $25. Automatic reinvestment of dividends and distributions is available as well as a voluntary program of planned monthly investment.

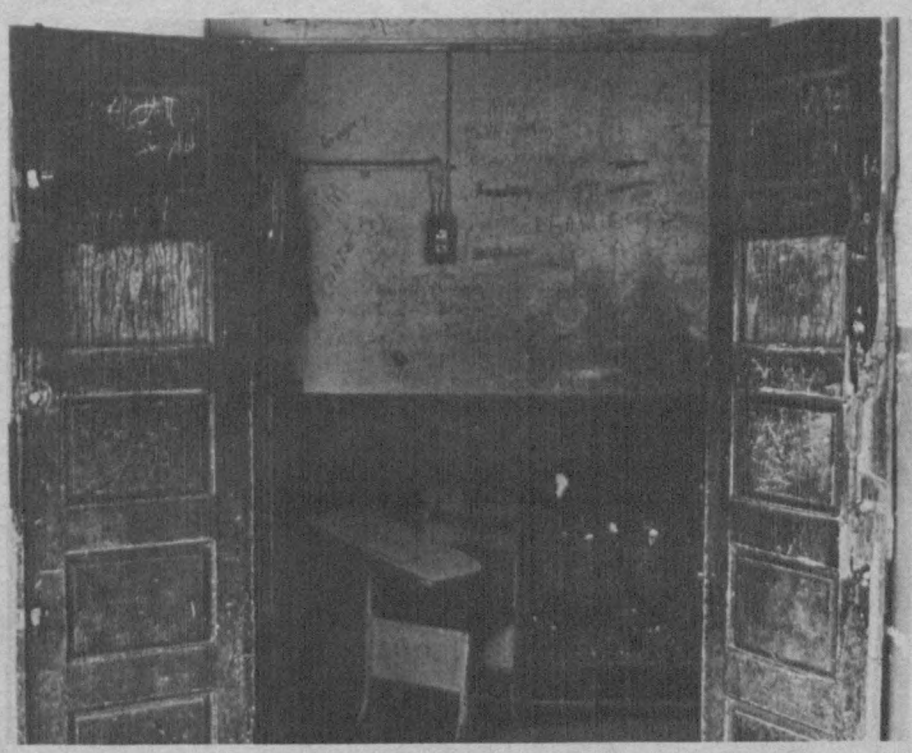
NEA Mutual Fund shares can be purchased only through Educators Fund Management Corp., Inc. Information may be requested by using the convenient coupon at the top of this page.

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 7, NO. 4 APRIL 19, 1968 7 WASHINGTON, D.C.

Victory by Florida Teachers Among Most Significant in School History



Why Did 30,000 Florida Teachers Walk Out?

Thousands of Florida teachers left their classrooms to protest against run-down school facilities, overcrowded classes, old textbooks and equipment—in short, because the state would not provide its share of the funds needed for quality education. The photo above, taken last month in Pensacola, shows the entrance to Washington Junior High School there. A picture story on Florida school conditions will appear in the May issue of the *NEA Journal*.

Nat'l. Educ. Assn. Photo (Di Dio)

State Legislature Passes More Funds for Schools, Ups Support 71 Percent

"Florida teachers have won one of the most significant victories in the history of American education," NEA Executive Secretary Sam M. Lambert said this month. "Because of the courage and determination of Florida teachers, the financial deterioration of the state's schools has been halted. The state legislature has provided $446.2 million in additional funds for education, there has been a 71 percent increase in the state's minimum foundation program for the schools, and average teachers' salaries will go up more than $2,000. I know of no state that has gained as much for education in a single year."

Most Teachers Back

Dr. Lambert made his remarks following reports from Florida indicating that all but about 500 of the state's educators were back in school. The Florida Education Association called its members back on March 11, officially ending a walkout that began on February 19 when 30,000 of the state's teachers turned in their resignations.

One week after the settlement, some teachers were still out in 36 of Florida's 67 counties. In most cases, a lock-out existed because local school boards refused to honor a no-reprisal agreement made with the state cabinet. These school boards were unwilling to reinstate some teachers and administrators except on humiliating or punitive terms.

Florida Teachers Praised

Dr. Lambert praised Florida's teachers for standing firm in the face of official pressure and public apathy. He pointed out that it was only the resolve of the teachers that forced Gov. Claude R. Kirk, Jr., to allow a school-support bill to become law. "If the teachers had not resigned," he said, "there is little doubt that Governor Kirk would have vetoed the education bill and renewed his plea to have new funds for education put to a referendum."

Dr. Lambert also noted that several other important but less publicized gains had been won in Florida. State Superintendent Floyd T. Christian—long a leader in Florida education—agreed to employ personnel to help school boards throughout the state develop professional negotiation agreements with teachers associations. Su-

(See FLORIDA TEACHERS, page 2)

3 States Invoke Sanctions To Aid School Funding

Three state education associations —Colorado, Idaho, and Pennsylvania —imposed statewide sanctions in the past month.

On March 16, the Colorado Education Association announced that teachers there had voted sanctions, including censure of Gov. John Love and members of the Colorado legislature who have made insufficient efforts toward tax reform, additional financial support of education, and equalization of distribution of state funds for public education.

The Idaho Education Association imposed statewide sanctions March 21 in an action censuring the state for its failure to provide adequate funds for education. IEA said the state has

(See 3 STATES, page 8)

NEA President, President-Elect Attend Funeral of Rev. Dr. King

On behalf of all NEA members, NEA President Braulio Alonso and President-Elect Elizabeth D. Koontz attended the funeral of Martin Luther King, Jr., on April 9. Earlier, Mr. Alonso urged the nation's teachers to observe a moment of remembrance in every classroom throughout the land in memory of the slain civil rights leader.

President Alonso sent the following telegram to Mrs. King:

"Please accept my deepest sympathy and that of the teachers of the United States at this moment of severe sorrow for you and your family. The cause of equal justice for all which Dr. King espoused will be greater for the supreme sacrifice he has made. The National Education Association will continue its work so that every American can live in honor and dignity. I am cancelling my scheduled appointments in order to attend Dr. King's funeral on behalf of the more than one million educators I represent. I am also asking the nation's teachers to observe a moment of remembrance in every classroom throughout the land, not for Dr. King's unfortunate death, but for what he represented in life. We have lost a good and just man. His work lives on."

In addition to President Alonso and President-Elect Koontz, five NEA staff members attended Dr. King's funeral in Atlanta. In Washington, D.C., NEA Center was closed all day on April 9 in honor of the assassinated civil rights leader.

NEA Officials with Martin Luther King, Jr.

Just one year ago this month, civil rights leader **Martin Luther King, Jr.** (left), met with NEA and Georgia leaders in a session in Atlanta to discuss the work of education associations in that state. With Dr. King in the photo are NEA Executive Secretary **Sam M. Lambert** (center) and **Charles L. Butler,** an NEA director for Georgia. NEA President Braulio Alonso and President-Elect Elizabeth D. Koontz attended Dr. King's funeral in Atlanta April 9.

Annual Convention, NEA and departments, Dallas, July 1-6.
Representative Assembly, Association of Classroom Teachers, Dallas, June 30-July 1.

Florida Teachers Win Significant Victory

(Continued from page 1)

perintendent Christian also agreed to adopt the same civil rights rules in the distribution of state funds as are set by the federal government—that is, to refuse funds to school districts that deny rights to persons because of race.

The NEA executive secretary lauded Superintendent Christian for his role during the Florida crisis. "He has served Florida's teachers and its citizens well by his continuing concern for quality schooling," Dr. Lambert said.

Florida Education Association's executive secretary, Phil Constans, Jr., also recently stressed the size of the victory teachers have won in the state. He pointed out that Florida educators have made these gains:

- "In one year's time we have stopped the financial deterioration of education in Florida.
- "We have brought about a condition where a governor who was pledged to absolutely no new taxes has permitted $356 million in new taxes to become law.
- "We have withstood for six long weeks the massed power of the State of Florida and we are still standing.
- "We have engaged in the greatest massive public protest in the history of education, which resulted in a public awareness of the needs of education that has never existed before in this state, or in any other state.
- "We have brought about a public awareness of the caliber of some school boards and school superintendents under which the schools have suffered for years.
- "We have brought about a public awareness of the kind of legislative chicanery that has devastated public education in Florida for years.
- "We have brought to the surface, for the public to view, the power structure of this state that has dominated all political activity to the detriment of public education and the citizenry of Florida.
- "We have gained knowledge that will stand us in good stead for years to come."

Dr. Constans said that "there are more gains to be made. It is now time to close ranks and to build an even stronger and more mature FEA . . . to undertake with renewed determination our quest for great schools and an even greater profession."

Dr. Constans scorned the "empty promises of the American Federation of Teachers as it hovers around the borders of our battleground like a carrion bird." He was referring to efforts by the AFT to sign up union members in the state.

In addition to the gains made by and for Florida teachers, the recent crisis also served as a titantic example of local-state-NEA cooperative effort. State and local education associations around the nation sent 38 staff workers into Florida to help during the crisis. NEA sent 22 full-time and 7 part-time staff workers.

NEA provided — through its DuShane Fund for Teacher Rights—$2 million for interest-free loans, subsistence grants, legal fees, and other aid to Florida teachers. State and local education associations raised thousands of dollars for Florida teachers.

Florida Teachers Tell Their Story Throughout the Nation

Truth teams of Florida teachers crisscrossed the nation in recent weeks to tell the story of the tragic educational conditions in their state and to help raise money for the NEA DuShane Fund for Teacher Rights. The teams held news conferences from coast to coast, appeared on dozens of radio and TV shows, and spoke to thousands of teachers at meetings. Above, two truth team members—**June Beadle,** a school librarian at Cocoa, and **Martin T. Green,** a Pensacola high school principal—appear on WBZ-TV in Boston. With them are the show's moderator, **Bob Kennedy** (left), and Massachusetts Teachers Association executive secretary **William H. Hebert** (right).

Congress OK's Bill To Elect D.C. School Board; Pay-Raise Bill for D.C. Teachers Near Passage

Congress unanimously approved and sent to President Johnson on April 2 an NEA-endorsed bill to let the District of Columbia elect an 11-member board of education. School board members are now appointed by U.S. District Court judges. Under the new bill, the first elected board will be chosen in November. Subsequent elections in odd-numbered years will select boards with four-year terms, beginning in 1969.

Sen. Wayne Morse (D-Oreg.), floor leader for the bill in the Senate, said the legislation brings the District of Columbia a step closer to home rule.

NEA supports home rule for the District "in order to safeguard the rights of the citizens . . . and to enable them better to discharge their obligations for the education of their children."

The new District voting mechanism is seen as a beginning for a full electoral process with permanent registration and delineation of wards.

Testifying on the bill before the House District Committee last August, NEA stressed that ultimately an elected school board must be fiscally independent, with taxing and bonding powers.

Earlier, NEA Executive Secretary Sam M. Lambert announced his support of such a bill, declaring that the election process would free board members from "every allegiance except that owed to the public at large."

As this issue of the REPORTER went to press, Congress appeared ready to pass a pay-raise bill for teachers in the District of Columbia. The measure, introduced at the request of the District of Columbia Education Association, provides a salary range of $7,000 to $13,440, effective July 1, 1968, with somewhat lesser amounts retroactive to October 1967.

The present D.C. teacher pay scale starts from a minimum of $5,840.

Nation's Teachers Give To Help Florida Colleagues

On February 23, NEA President Braulio Alonso asked the teachers of the nation to donate a day's pay to the NEA DuShane Fund for Teacher Rights so that money from this fund could aid teachers in Florida. The heavy response from local and state associations began soon after, and numerous state education associations initiated special fund drives. Above, **Virginia Neely,** president of the Metropolitan Nashville Education Association, presents a check for $2,270.50 to NEA Executive Committee member **Helen Bain.** Members of the NEA staff, in a one-shot drive, donated approximately $5,000 to the fund, over and above earlier contributions.

TO: National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

YES, I pledge my support to the protection of teacher rights.

Enclosed is my check or money order to help build up the NEA DuShane Fund for Teacher Rights.

Make checks payable to "National Education Association."

Name _____

Street _____

City, State, and Zip Code _____

_____ _____

Please list my contribution as coming from the state of _____

Cut here and mail

Chronology of the Florida School Crisis

May 28, 1965—FEA asks NEA to investigate Florida's political atmosphere as it affects public education. The call came after lawmakers defeated a $51 million teacher pay raise under threat of gubernatorial veto.

September 18, 1965—Eight-man NEA team begins full-scale investigation, including school inspections, talks with officials, staff members, and citizens.

March 10, 1966—NEA's 198-page report is released. Investigation showed that the 1947 Minimum Foundation Program never had been implemented fully . . . it had become a maximum program instead of a minimum one . . . showed Florida financially capable of adequate school funding . . . but political climate was detrimental to public school system.

March 19, 1966—Sanctions alert is announced by FEA, warning the state that full sanctions will be imposed if the legislature does not provide adequate state financing for the schools.

November 8, 1966—Republican Claude Kirk elected governor on platform to make Florida first in education, but with no new taxes.

April 14, 1967—FEA's 22-member legislative team introduced proposals during the regular legislative session. New governor and new legislature show more concern for partisan political maneuvering than for education.

May 5, 1967—After five weeks of effort, not one FEA proposal has reached the floor of either house.

May 24, 1967—Statewide sanctions are imposed. FEA also requests NEA sanctions.

June 6, 1967—NEA announces nationwide sanctions on Florida, censuring Governor Kirk and advising teachers elsewhere not to seek employment in Florida during sanctions.

June 29, 1967—Governor Kirk line-item vetoes legislative bills, cutting out $164 million in appropriations, $150 million of which was for education.

August, 1967—All efforts for a special session on education fail, even though State School Superintendent Floyd Christian warns publicly that teachers might consider mass resignations.

August 24, 1967—More than 35,000 teachers crowd into Orlando's Tangerine Bowl, breaking all records for such a meeting anywhere in the country. FEA agrees the next action would be resignations.

October 1, 1967—Crisis Sunday. Teachers spend the day at their schools to explain situation to parents.

October, 1967—In face of another FEA mass meeting to submit resignations, Governor Kirk calls for an accelerated Quality Education Commission investigation and report. FEA quickly cooperates by holding all sanctions in abeyance while report is being compiled.

November-December, 1967—Commission finishes its survey, makes recommendations before Christmas.

January 13, 1968—Governor Kirk calls a special session to begin January 29 for 10 days.

February 1-9, 1968—Senate passes a compromise package acceptable to FEA, but House-Senate Conference Committee accepts the House version, which is unacceptable to teachers because it uses the schools as the basis for increasing taxes when less than half of the money actually would get to the K-12 program.

February 16, 1968—Legislature adjourns. With the uncertainity of gains depending on action by the governor, FEA activates 30,000 resignations.

February 19, 1968—More than one-half of the state's teaching force—about 30,000—stays away from classes. Schools close immediately in 22 counties. Negotiation with staff of Governor Kirk begins based on his intent to veto bill because of no new taxes pledge but using the walkout as an excuse.

February 20, 1968—State cabinet authorizes hiring of uncertified substitutes to replace resigned teachers. Thousands are hired, many without qualifications or adequate screening. In some counties, older students are used to hold classes for lower grades. Resigned teachers are intimidated with threats of jail, draft, or loss of teaching certificate for a year.

February 21, 1968—Governor shifts tactics because he cannot muster votes to sustain a veto and announces intent to become a "union buster."

February 22, 1968—FEA-NEA begin negotiation with Democratic members of the state cabinet.

February 24, 1968—NEA urges teachers in other states to contribute a day's pay to assist their Florida colleagues. Southern Association of Colleges and Schools warns that schools with uncertified personnel can be disaccredited.

February 28, 1968—State Board of Education attempts a settlement with FEA to end the crisis, but Governor Kirk threatens to veto education bills if agreement is made without his involvement.

March 1, 1968—State Board of Education withdraws from negotiations, settlement collapses under threats of governor to veto bills.

March 2, 1968—Negotiations with the state cabinet are reopened.

March 7, 1968—Legislation increasing appropriations for K-12 for $156 million and increasing taxes by $356 million becomes law without signature of the Governor. FEA strategy results in solidifying gains for schools.

March 8, 1968—State Board of Education calls emergency meeting, approves a nine-point settlement with FEA calling for an additional $10.2 million for education this school year, and other concessions. FEA accepts settlement, which guarantees that all teachers who resigned be reinstated to their same position, at the same salary and contract status, without any reprisals.

March 11, 1968—Only 27 of 67 county school boards fully reinstate teachers. Crisis continues in other counties as local school officials seek revenge and reprisals rather than settlement.

March 13, 1968—State School Superintendent Christian and State Attorney General Faircloth issue opinions giving school boards legal ways to restore teachers who resigned without loss of position or tenure, and dismissing the resignations already acted upon by school officials.

March 14, 1968—FEA waives sanctions against 12 counties where all teachers and administrators had been immediately fully reinstated without reprisals. NEA-FEA announce formation of truth teams of resigned teachers from Florida who will tour the nation seeking funds for the 7,500 remaining teachers still not reinstated and to tell about what has happened to Florida's education system and its educators.

April 5, 1968—Florida teacher truth teams tour key areas of the Sunshine State to tell the real story of FEA and NEA action during the crisis.

April 6, 1968—Fewer than 500 Florida teachers now out of schools. NEA-FEA and state office employees are at work to place all teachers and administrators. Early success is anticipated.

NEA President-Elect Koontz Backs Teachers in Politics

Teachers-in-Politics Weekend—April 5 to 7—was introduced to the nation on April 4 by NEA President-Elect **Elizabeth D. Koontz** (right above). Appearing on NBC-TV's "Today" show, Mrs. Koontz told viewers throughout the nation that teachers were now taking part in politics because the NEA Citizenship Committee had found that teachers must get into the political arena to end public apathy about schools and poor school conditions. "I think it is an atrocity any time a person expects a teacher simply to be dedicated, and not worry about salaries, or worry about conditions under which he works," Mrs. Koontz told "Today" show moderator **Hugh Downs.** Mrs. Koontz emphasized that teachers are militant today, not just for salaries, but for other reasons, too. "First of all," she said, we must have "better conditions of work and financial suport of schools. And this means that counties are unable to continue to use property tax as a base for the educational system. And so they are asking the state to make a bigger financial floor." A community should be proud if it has teachers that are concerned about the buildings, the conditions under which they work, the number of children in the classroom, the curriculum, and so forth, she said.

Teachers-in-Politics events were held in every state in the nation in the past few weeks. Governors, Congressmen, party leaders, state and local legislators, and public officials were involved in dozens of political clinics and other meetings.

NEA REPORTER

Published monthly except August (two issues in October) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C 20036.

Telephone Area Code 202, 223-9400

Braulio Alonso .....President
Sam M. Lambert....Executive Secretary
John D. Sullivan ..Assistant Executive Secretary for Information Services

* * * *

Prepared by the NEA Journal Division:

Mildred S. Fenner .....Editor
Walter A. Graves ....Associate Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce....Editorial Associate

Send news items to: Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 60 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

Project Interchange Reclain

Techniques from Job Corps Make the Difference in Programs Directed by NEA

The real trouble with dropouts is that they're not kids—they're really adults—but our schools are geared up to deal only with kids, according to Robert A. Luke, director of the NEA Division of Adult Education Service.

The dropout-prone are adults because they face reality, and reality makes them quit school, he said. That decision may be one of the most adult, reasoned, and mature decisions they will make—the decision to cut their losses, the decision to quit throwing good time after bad, the decision that the schools are not going to change overnight in order to meet their individual needs. So they cut loose and try to make it somewhere else.

The "somewhere else" for most persons who quit school may be the street corner, the unemployment line, the part-time job doing menial work. A few may proclaim all these to be good and get their passports stamped for Hippieland. But most others, still facing reality, begin losing hope of making it anywhere—although they're not quite ready to give up.

A Place for Dropouts

A number of them join the Job Corps knowing it may be their last chance to improve their chances of making it. But now, in four school districts, there is another "somewhere else" for prospective dropouts—Project Interchange programs. These programs exist in Simi, California; the District of Columbia; Detroit; and Seattle.

Project Interchange, explains its director, Carl E. Minich, deals with potential dropouts as adults, gives them what they want and what they need, helps change the attitude of the schools, and helps to change their decision to drop out by eliminating the sources of failure and frustration in school.

The idea is to drive the Job Corps out of business by helping potential Corpsmen stay in school, by helping potential Corpsmen now in the way the Job Corps itself would help them later, Dr. Minich said. "We want to deprive the Job Corps of its customers. We want to mount a preventive program to eliminate the need for the Job Corps' remedial program," he said.

The Job Corps itself is giving its wholehearted cooperation, as is the Community Action Program. Through the federal Office of Economic Opportunity, these units are providing the funds for Project Interchange, which is operated by NEA through its Division of Adult Education Service.

Project Interchange is now winding up its second year of operation. Last year Project Interchange sent 21 public school teachers—six from Simi, three from Washington, D.C., six from Detroit, and six from Seattle—to teach in four Job Corps conservation centers. These centers, usually, are assigned youngsters who rate highest in deprivation, lowest in academic standing, greatest in alienation from society. They are in the greatest need of help and are least equipped to help themselves.

The teachers were sent to the Job Corps to both learn and teach. They learned why Job Corps teaching was successful, what Job Corps methods were, and how to use special Job Corps teaching materials. They learned not only to teach Job Corpsmen—perhaps of a type they had never taught before—but through their greater experience and training they learned how to provide a new lift to the other Job Corps teachers.

That year in the Job Corps, many of the teachers have since reported, was the most valuable they had ever had. They found youngsters who knew the Job Corps was perhaps their last chance to learn, their last chance to pull themselves out of the habit of failure, their last chance to earn the educational success necessary for them to compete with others.

They found youngsters who hated whites, hated Negroes, hated cops, hated teachers . . . and hated themselves.

They found a Job Corps philosophy that included free room and board and dental and medical care for Corpsmen at the Job Corps center; a monthly salary, part of it paid directly to the Corpsman and part held in reserve until "graduation"; a you're-an-adult-so-get-with-it atmosphere which permitted smoking and coffee drinking in "class"; which used programed materials on which the students could work individually; which gave the Corpsmen—through small discussion groups—a voice in making the rules.

They found a program in which academic study was interwoven with work experience and training in specialized job skills.

They found a heavy emphasis on counseling.

They found a widespread use of current materials—newspapers, magazines, paperback books.

Teachers Were Challenged

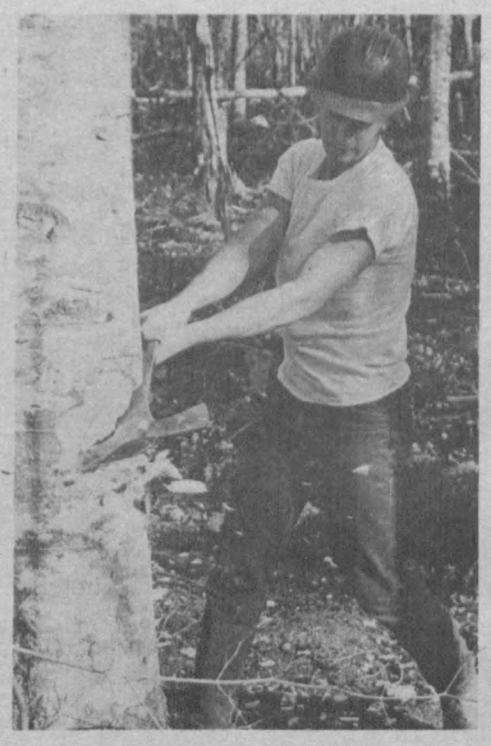
The teachers found they were personally challenged—as most of them had not been before—to defend their ideas and ideals, to defend their class and race and competence, to defend their whole way of life. Sometimes their egos took a beating. They had to re-examine themselves and their prejudices, but in doing this they found out what they were and where they stood.

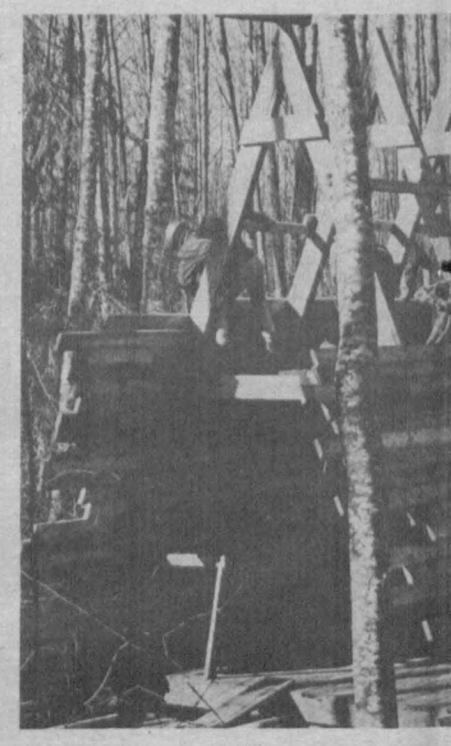
After the initial shock, the teachers were exhilarated. They were all able to take it.

The teachers did more than teach and counsel, more than bring a new enthusiasm to the centers in which they worked. They also did such things as start after-hours craft clubs, supervise camping trips, give extracurricular help in math and English, coach basketball teams, begin archery classes. They made speeches to community groups about the Job Corps and about education. They contacted newsmen and stimulated coverage of what the Job Corps centers were doing. They organized Corpsmen into community-aid projects.

The year of Job Corps teaching and learning, however, was just the first step for the teachers in Project Interchange. After they returned home each team of teachers began work on a local project to help youngsters who might otherwise leave school.

It is through these home-town programs that Project Interchange intends to demonstrate the real practicality and value of Job Corps methods and materials in the reclamation of potential dropouts—and in the rebirth of the public schools as a workable instrument for providing meaningful education—even for potential dropouts.





OUTDOOR AND INDOOR WORK EXPERIENCE—In the two photos at l above, students from the Seattle Career Planning Center erect a shelter house a forest clearing. Eventually, the 160-acre tract will become an outdoor educati laboratory for Seattle schools. The work—which also includes setting up fo and clearing trails—is part of the nonresidential Job Corps-type programs th

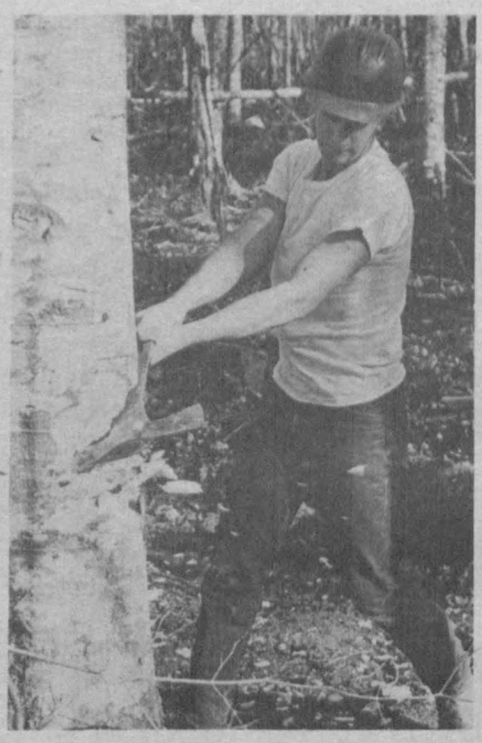
Local Project Interchange P In Seattle; Simi, Calif.; Was

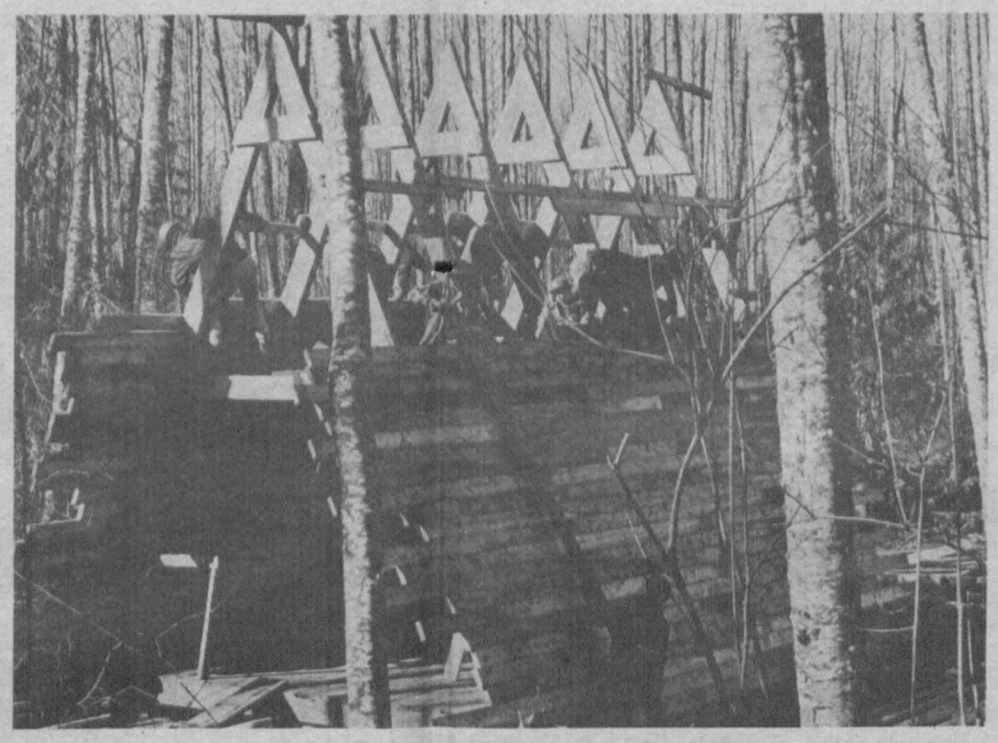
INTERCHANGE IN-SERVICE—**Grady Edwards,** part of the Project Inter team at Simi, California, conducts an in-service session for colleagues. The team produced a filmstrip, which Edwards narrates, on experiences teachin the Job Corps.

(All photos by Fred

AID AND CONCENTRATION—A Seattle student studying a public transpor map gets individual aid from **George Plumis,** who alternatively teaches wor work classes and supervises a work experience group in the forest. At right **Smith,** leader of the Project Interchange team from the District of Columbia, his full attention to a staff discussion of Project CALL.

hange Reclaiming Dropouts



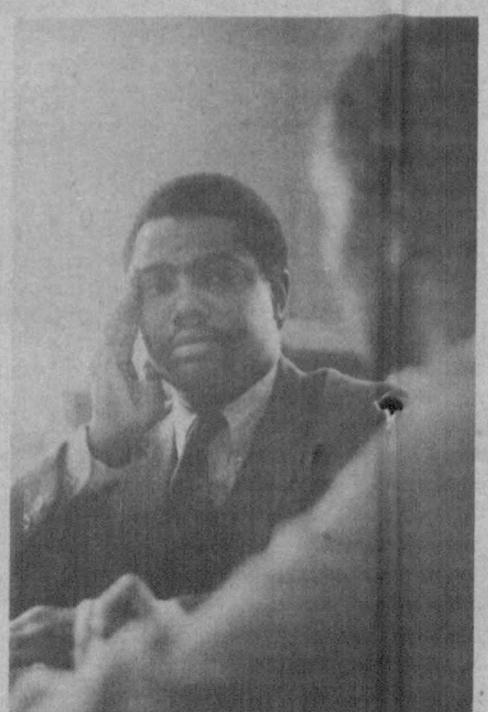


OUTDOOR AND INDOOR WORK EXPERIENCE—In the two photos at left above, students from the Seattle Career Planning Center erect a shelter house in a forest clearing. Eventually, the 160-acre tract will become an outdoor education laboratory for Seattle schools. The work—which also includes setting up fences and clearing trails—is part of the nonresidential Job Corps-type programs that come under Project Interchange. The programs are funded by the federal government and directed by NEA through its Adult Education Service Division. At right, Detroit team leader **Larry Cook** shows a student how to use duplication equipment. The borrowed mimeograph machine is part of a duplication service Detroit's Project Diploma students offer as part of their work experience.

Local Project Interchange Programs Challenge Teachers In Seattle; Simi, Calif.; Washington, D.C.; and Detroit

INTERCHANGE IN-SERVICE—**Grady Edwards,** part of the Project Interchange team at Simi, California, conducts an in-service session for colleagues. The Simi team produced a filmstrip, which Edwards narrates, on experiences teaching with the Job Corps.

(All photos by Fred Stoffel)



AID AND CONCENTRATION—A Seattle student studying a public transportation map gets individual aid from **George Plumis,** who alternatively teaches world-of-work classes and supervises a work experience group in the forest. At right, **Clifton Smith,** leader of the Project Interchange team from the District of Columbia, gives his full attention to a staff discussion of Project CALL.

Vital Mix of Instruction and Work Rescues Dropout-Prone Students

What's going on in local Project Interchange Programs? Here are some brief descriptions:

SEATTLE — The Seattle Career Development Center, installed in the Wallingford Boys Club, offers the closest thing to a Job Corps program of any Project Interchange activity.

Although the 50 boys—each at least 16 years old and identified as a potential dropout through his grades, attitude toward school, and absenteeism—go home each night, that's about the only difference between this program and a Job Corps one.

Programed instruction in academics and world-of-work, an adult atmosphere, job training, work experience, counseling—they're all there.

Like the Job Corps, the Career Development Center offers instruction in reading (which includes readings in social studies and in current events and history) and math. Like the Job Corps, it also offers separate study in world-of-work. And, also like the Job Corps, it has a paid work-experience program to make these studies mean something concrete. There is also a gym and a recreation room.

For students, the school day begins at 8:30 A.M. (the teachers and teacher aides have already held a half-hour staff conference). For the first hour, student groups take part in separate human development sessions, an experiment designed to increase their sensitivity to others, their self-confidence in understanding others, their self-image.

At 9:30 A.M. half of the boys scatter to their classes while the other half, most of them dressed in rough work clothes, climb aboard a bus for the 30-mile trip to Cleveland Memorial Forest. There they spend five or six hours clearing nature trails, erecting fences, even building an A-frame shelter house. Their work earns them $1.25 an hour.

The following day the roles of the boys are reversed. Those who worked in the forest one day stay at the Center for classes the next day.

The holding power has been excellent. The dropout-prone students are whipping through work they would ordinarily have to struggle through. Absenteeism is way down. Interest is way up. The students' words and actions show their self-confidence and self-image have been restored by success which, in the traditional school pattern, constantly eluded them.

SIMI, CALIF.—Project Interchange teachers in Simi, California, about 30 miles north of Los Angeles, knew what they wanted to do—help potential dropouts—but they weren't sure how to identify them.

So they undertook an extensive search of the literature and research concerning dropouts and came up with over 70 criteria which authors said were associated with dropping out. The researchers agreed on 16 of the criteria and started to validate them for their own area, make sure that they applied to Simi students as they apparently applied to students in the researchers' areas. They found 8 of the 16 did apply to Simi students.

Their studies of Simi students showed them that when at least 3 of the 8 criteria were present, a student could be predicted—with 74 per cent accuracy—as a future dropout.

Using this guide, the Simi teachers

ning Dropouts

eft come under Project Interchange. The programs are funded by the federal govern-
in ment and directed by NEA through its Adult Education Service Division. At
on right, Detroit team leader **Larry Cook** shows a student how to use duplication
es equipment. The borrowed mimeograph machine is part of a duplication service
at Detroit's Project Diploma students offer as part of their work experience.

rograms Challenge Teachers shington, D.C.; and Detroit

Vital Mix of Instruction and Work Rescues Dropout-Prone Students

What's going on in local Project Interchange Programs? Here are some brief descriptions:

SEATTLE — The Seattle Career Development Center, installed in the Wallingford Boys Club, offers the closest thing to a Job Corps program of any Project Interchange activity.

Although the 50 boys—each at least 16 years old and identified as a potential dropout through his grades, attitude toward school, and absenteeism—go home each night, that's about the only difference between this program and a Job Corps one.

Programed instruction in academics and world-of-work, an adult atmosphere, job training, work experience, counseling—they're all there.

Like the Job Corps, the Career Development Center offers instruction in reading (which includes readings in social studies and in current events and history) and math. Like the Job Corps, it also offers separate study in world-of-work. And, also like the Job Corps, it has a paid work-experience program to make these studies mean something concrete. There is also a gym and a recreation room.

For students, the school day begins at 8:30 A.M. (the teachers and teacher aides have already held a half-hour staff conference). For the first hour, student groups take part in separate human development sessions, an experiment designed to increase their sensitivity to others, their self-confidence in understanding others, their self-image.

At 9:30 A.M. half of the boys scatter to their classes while the other half, most of them dressed in rough work clothes, climb aboard a bus for the 30-mile trip to Cleveland Memorial Forest. There they spend five or six hours clearing nature trails, erecting fences, even building an A-frame shelter house. Their work earns them $1.25 an hour.

The following day the roles of the boys are reversed. Those who worked in the forest one day stay at the Center for classes the next day.

The holding power has been excellent. The dropout-prone students are whipping through work they would ordinarily have to struggle through. Absenteeism is way down. Interest is way up. The students' words and actions show their self-confidence and self-image have been restored by success which, in the traditional school pattern, constantly eluded them.

SIMI, CALIF.—Project Interchange teachers in Simi, California, about 30 miles north of Los Angeles, knew what they wanted to do—help potential dropouts—but they weren't sure how to identify them.

So they undertook an extensive search of the literature and research concerning dropouts and came up with over 70 criteria which authors said were associated with dropping out. The researchers agreed on 16 of the criteria and started to validate them for their own area, make sure that they applied to Simi students as they apparently applied to students in the researchers' areas. They found 8 of the 16 did apply to Simi students.

Their studies of Simi students showed them that when at least 3 of the 8 criteria were present, a student could be predicted—with 74 per cent accuracy—as a future dropout.

Using this guide, the Simi teachers chose 30 potential dropouts from Center Junior High school, where the Project Interchange program is headquartered. All of them are 8th graders. Using special materials developed for the Job Corps, the Project Interchange team is now offering them special academic help.

Unlike the Seattle program, however, the Simi project is only part of the students' school program. Students go through most of their regular school program, but during reading or math periods they split off to take Project Interchange lessons in these subjects. World-of-work is included as a subject, but is not connected with actual work training or experience.

DISTRICT OF COLUMBIA—The Project Interchange program in D.C. does not actually deal with potential dropouts. Students are, instead, out-of-school adults—many of them recent dropouts—who have come back to the D.C.-operated school in the Armstrong Adult Education Center.

The D.C. Project Interchange activity—named Project CALL—is the adult basic education portion of the Armstrong curriculum. It offers about 130 adults—plus 20 more in a special Manpower Development and Training Act project—education in reading, math, social studies, science, and academic and business skills.

Plans are now nearing completion to expand both the space and activities of the 14-hour-a-day program, swinging from the present room into a revamped gym-auditorium which can provide a complex of needed individual study carrels, storage, counseling, testing, large group instruction, and office areas.

DETROIT—Project Diploma occupies the second floor of what used to be an auto showroom across the street from Northern High School, a mostly-Negro school on the periphery of the Detroit riot area.

Through no fault of the Project Interchange teachers, Project Diploma got a late start in its plan to offer sequenced and programed academic instruction and work experience tied in with the regular school curriculum. So, until recently, its teachers operated what, in effect, was a tutoring-counseling program for 22 volunteer students—without the Job Corps programed materials.

Most students come for two hours each day during free periods especially arranged by the Project Diploma staff. Not only do they get help with their academic work but are also paid to do such things as running a mimeograph machine and checking tests with a key furnished by classroom teachers across the street.

hange
Simi
with
Stoffel)

tation
ld-of-
lifton
gives

---------- cut here and mail ----------

TO: Project 100
Division of Adult Education Service
NEA Center
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Yes, I would like more detailed information and an application form for Project 100.

Name _____

School system or district _____

School mailing address _____

_____
(state) (ZIP code)

Name of school superintendent _____

I teach this subject and/or grade _____

Age _____ Sex _____ Single or married? _____

---------- cut here and mail ----------

100 Teachers Needed For Summer Program

A new facet of Project Interchange—called Project 100—is seeking 100 teachers to serve in Job Corps centers this summer.

The belief behind the summer program, is the same as that behind all of Project Interchange—that Job Corps materials and techniques can be extremely useful for working with potential dropouts in schools if only teachers have a chance to become aware of them and have experience in using them.

For this purpose, Project Interchange in its first year sent 21 teachers to teach in Job Corps conservation centers. This year, while the original 21 are back running special projects in their home schools, another 17 are working in Job Corps centers.

Although all these teachers are or will be active in getting word of the successful Job Corps teaching methods out to their colleagues, Project Interchange wants to increase the effort, increase the numbers, increase the communication.

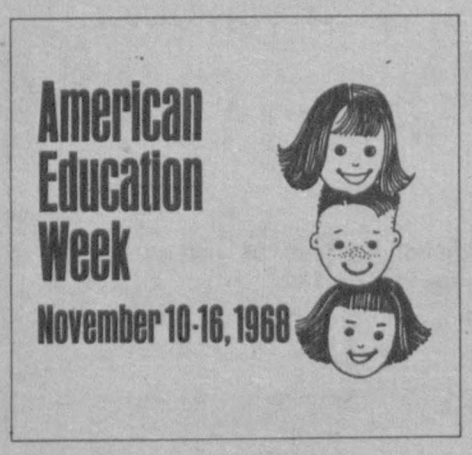
In order to qualify for the summer program, a teacher must be at least 25 years old, have at least three years of experience, already be under contract to a school system, and plan to return to that system after the summer program is over.

Applications will be accepted from male and female teachers, married or single.

The summer program carries with it a weekly stipend of $200 for the teacher plus his transportation costs (not his family's) and $16 daily while traveling to cover the costs of lodging and meals.

The summer program—Project 100—begins June 23 with a week-long orientation and training session. Then there will be eight weeks of teaching or counseling at one of the 100 and more Job Corps conservation centers on federal lands, in national parks or forests. The summer program will wind up with a three-day seminar.

Further information may be obtained by filling out the application form at the top of this page.



The American Education Week announcement (above) is a reminder to local AEW coordinators to plan early. The NEA Publications Division reports that orders from "early bird planners" for AEW packets and other materials, ready April 1, are already approaching record proportions.

Indiana Teachers Ask Session of Legislature

The Indiana State Teachers Association has collected more than 212,000 signatures in a campaign to call a special session of the state legislature. Indiana teachers and members of parent-teacher associations are hoping that the petitions will influence Governor Roger Branigan so that he will convene a special session of the legislature on educational improvements before July.

Phoenix Teachers Elect Association Over Union

The Classroom Teachers Association in Phoenix, an affiliate of the Arizona Education Association and the NEA, won the first representation election in the history of the state last month when it defeated the local affiliate of the American Federation of Teachers.

Final vote count was: Phoenix CTA, 859; AFT, 278; challenged votes, 15; and those voting for no organization, 7. All but 41 of Phoenix's 1,200 teachers voted.

The win follows other recent victories for NEA affiliates in San Francisco; Cincinnati; Milwaukee; Denver; Lake County and Hammond, Indiana; and Hicksville, New York.

In two representation elections held recently in Illinois, NEA affiliates won one and lost one. In Urbana, the vote was 184 for the local association and 140 for the union. In Joliet the local association received 227 votes and the union 240. In the Joliet election, a total of 467 votes were cast out of a possible 503. Only elementary and junior high school teachers participated in the election.

The May issue of the NEA Reporter will include a photograph and statement of qualifications for each 1968 candidate for major NEA office.

Effective Use of Teacher Aides Is Session Topic

"The Effective Utilization of Teacher Aides" will be the theme of a workshop May 4 at NEA Center. The workshop, sponsored jointly by the NEA Association of Classroom Teachers and the NEA Commission on Teacher Education and Professional Standards, is part of a joint project aimed at building a program of service and of establishing an organization for auxiliary personnel within NEA.

Some 40 persons from Washington, D.C., Maryland, Virginia, Delaware, and Pennsylvania have been invited to the workshop, according to Gilbert Sanchez, auxiliary personnel coordinator for ACT and the TEPS Commission.

Status of Major Federal Education Bills as of April 5, 1968

NINETIETH CONGRESS—SECOND SESSION

Bill	House	Senate	Major Provisions
Higher Education Amendments HR 15067 S 3098	Markup in progress	Hearings in progress	Extends NDEA, Higher Education Facilities Act, Higher Education Act of 1965; creates "Networks for Knowledge"; combines NDEA student loan program, work-study, and educational opportunity grants; provides public service education.
Vocational Education Amendments HR 15066 S 3099	Hearings completed	Hearings in progress	Consolidates and improves existing vocational programs; removes ceiling on authorizations; provides statewide matching of federal funds, instead of matching by separate categories; creates a separate program for homemaking education; provides for advance funding.
Judicial Review S 3	Hearings in progress	Passed April 11, 1967	Permits court tests of constitutionality of federal aid legislation.
Medicare for Teachers HR 294 et al S 1071	Pending in committee	Pending in committee	Extends medicare coverage to 700,000 teachers not presently included.
Juvenile Delinquency Prevention and Control HR 12120 S 1248	Passed September 16, 1967	Pending in committee	Provides preventive and rehabilitative centers and services.
Balance of Payments Travel Tax Proposal HR 16241	Passed April 4, 1968	Awaiting House action	Administration proposal would tax foreign travel and reduce duty-free exemptions; House imposed 5% tax on overseas fares and reduced duty-free exemption from $100 to $10.
Civil Rights Act HR 2516	Passed October 25, 1967	Passed and amended March 11, 1968	Prohibits interference with civil rights, including right to educational pursuits.
Copyright Revision HR 2512 S 597	Passed April 11, 1967	Pending in committee	Complete revision of 1909 statute; stalled in Senate over technologically innovative materials.
National Foundation on Arts and Humanities Foundation Amendments HR 11308 S 2061	Passed February 22, 1968	Floor action due	Extends programs for two years, with authorization of $55 million for Fiscal 1969, $80 million for Fiscal 1970.
National Science Foundation Amendments HR 5404 S 836	Passed April 12, 1967 (HR 5404)	Pending in committee	Includes social science activities in NSF program; Senate bill, S 836, would create separate social science foundation.
Housing and Urban Development Act HR 15624 S 3029	Hearings in progress	Hearings in progress	Provides broad public-private plan for rebuilding the residential hearts of large and small cities, including educational facilities.
Retirement Income Tax Credit HR 16215	Pending in committee	Awaiting House action	Increases tax credit on retirement income for persons not covered by Social Security.
Urgent Supplemental Appropriation (FY 1968) HR 15399	Conference Report Adopted April 4, 1967	Conference Report pending	Restores $20,810,000 for Sec. 3(a) of Public Law 874.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern)

Sunrise Semester—Sunday, April 21, CBS-TV, 8:30 A.M. College-level course conducted by New York University faculty members. (Please check local station for broadcast time in your area.)

Discovery '68—Sundays, ABC-TV, 11:30 A.M. *April 21:* "The Farm Country." *May 5:* "Monsters of the Ocean Deep." *May 12:* "The Vanishing Wilderness." *May 19:* "The Backyard People and the Big Top Crew."

Experiment in Television — "Youth '68"—Sunday, April 21, NBC-TV, 4:30 P.M., presents a montage of various phases of youth culture.

Mutual of Omaha's Wild Kingdom—Sundays, NBC-TV, 7 P.M. Marlin Perkins, host. *April 21:* "Swampwater Safari." *May 5:* "Exploring Jaguar Country." *May 12:* "The Day the Grizzly Disappears."

Hallmark Hall of Fame—"The Admirable Crichton," Thursday, May 2, NBC-TV, 8:30 P.M. Starring Bill Travers and Virginia McKenna.

NBC News Special—"We Won't Go!" Friday, May 3, NBC-TV, 10 P.M. Focuses on the young men who refuse to enter military service.

G-E Fantasy Hour—"The Ballad of Smokey the Bear," Sunday, May 5, NBC-TV, 5:30 P.M.

Walt Disney's Wonderful World of Color—"Johnny Shiloh," Part I, *Sunday, May 5, NBC-TV, 7:30 P.M.* Part II, *Sunday, May 12, 7:30 P.M.*

Animal Secrets — "Aggression or Love?" Sunday, May 12, NBC-TV, 4:30 P.M. Loren Eiseley is host.

Man, Beast and the Land—Thursday, May 16, NBC-TV, 7:30 P.M. A tour of the Serengeti Plains of Africa.

Saga of Western Man—"Robert Scott and the Race to the South Pole." Friday, May 17, ABC-TV, 7:30 P.M. This special traces Capt. Scott's trip from Cape Evans in Antarctica to the Pole.

Magazines

(May issues)

Better Homes and Gardens—"Invisible Ink in Color: A New Way To Help Kids Learn," by Margaret V. Daly.

Glamour—College (Column) Feature: Examines new editorial policies of the college press.

Ladies' Home Journal — "Top Ten High Schools in the U.S.," by Nancy Faber.

Mademoiselle—"Four-Year Accredited (Small) College: 51 Alternatives to the Multi-Versity," by Jane Sternberg.

Parents' Magazine—"The New Morality," by Deane William Ferm; "Let's Not Cheat Our Gifted Children," by Ruth Carson; "The Vulnerable Years," Celia Neiman; "New Ways to Meet the Cost of College," by Orlando James; "Why Preschoolers Love To Learn," by Ruth Lambie.

Reader's Digest — "Good-Bye Childhood," by Joan Mills; "Youth in Dissent—Rebellion or Renewal?" by Roderick MacLeish.

Redbook *(April)* — "The Woman Voter," by Theodore Sorensen.

Saturday Review *(April 20 issue)*—James Cass reports on the Florida crisis in "Politics and Education in the Sunshine State"; also "Voices in the Classroom: End of the Common School," by Peter Schrag, and "Howard University in Search of Black Identity," by Susan L. Jacoby.

Seventeen — "College and Careers: Choosing a Major," by David Klein; "Marijuana," by Roul Tunley.

CORRECTION: The magazines listed in the Current column last month should have been headed "April issues."

Six Persons Awarded Maehling Fellowships

Six persons have received 1968 Hilda Maehling Fellowships from the Association of Classroom Teachers, NEA. These awards are presented annually to enable teachers to conduct projects designed to improve education and the teaching profession.

The Hilda Maehling Fellowship in World Affairs has been awarded to Frances C. Lambert, a junior high school social studies teacher of Dunedin, Florida. Mrs. Lambert will use her $500 grant to develop materials to aid in the teaching of geography, history, and current events to culturally and economically deprived junior high students of low ability.

Ernest C. Stephen, a social studies teacher from Cottonwood, Arizona, intends to develop a low-cost geography unit with his $450 award. Audiovisual materials, color transparencies, programed materials, and resource files will be prepared for the use of elementary school teachers in grades 4 through 6.

Yvonne Thomas, a special education teacher from Corvallis, Oregon, was the recipient of a $1,819 stipend which she will use to produce a film and booklet to help teachers understand and cope with severe behavioral problems in the classroom.

Marie O'Neill, a fifth grade teacher of East Norwalk, Connecticut, received an $800 grant to organize a program aimed at helping underachievers attain self-confidence and develop patterns of success.

A $1,000 fellowship has been granted to Merlyn Richard Lockwood, a science and social studies teacher of Wheatland, Wyoming, to finance a "helpmobile" program—a series of in-service workshops throughout the state.

Cornelia Jackson of Pontiac, Michigan, received an $850 award that will be used to help Negro teachers in her community locate desirable housing and to make the community aware that a serious housing shortage has forced many well-qualified Negro teachers to leave the area.

Paul E. Smith Dies In Washington, D.C.

Paul E. Smith, secretary of the NEA Committee on International Relations, died on March 15. Dr. Smith, who had been with NEA since 1956, was the NEA observer to the United Nations and maintained liaison for the NEA with the U.S. National Commission for UNESCO, the Department of State, and many other public and private organizations concerned with world affairs and education. Dr. Smith served as secretary to the NEA delegation for eleven Assemblies of the WCOTP. He directed the development and expansion of the NEA Overseas Teach Corps, which serves teachers in developing nations.

Listen to Music of American Youth, NEA Music Educators Are Urged

Listen to the beat of American youth as expressed through their own popular songs, urged Mark Shedd, superintendent of the Philadelphia Public Schools, in delivering the keynote address at the 21st national biennial convention of the Music Educators National Conference last month in Seattle. More than 5,000 music educators attended the six-day convention of the NEA department.

The music of our urbanized society "can provide crucial tests for the relevance of our endeavors," Mr. Shedd said. Music can help educators find ways of "getting to kids we are not now reaching at all, and ways of getting more solidly to kids we are reaching." He stated that "musicians, music educators and music itself have a lot more to offer than simply music instruction."

It was perhaps in response to this feeling that MENC formally adopted the newly created National Association of Jazz Music Educators as one of its associated organizations.

Another speaker, John I. Goodlad, dean of UCLA's Graduate School of Education, made a plea for the "nonutilitarian" concept of education, as opposed to the "utilitarian" or "use" approach which, he said, has dominated education in the United States during this century. "When the utilitarian expectations for the schools are intensified, as in time of national crisis, the arts are the first to feel the keen edge of the budget slicing knife," he said.

REQUEST FOR NEA*SEARCH 1968 FORMS

To: NEA*SEARCH 1968
Department 80
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

☐ I'm a teacher or will be one by August. Please send me Form T.

☐ I'm recruiting teachers. Please send me_____copies of Form V so I can list my vacancies and request a search of your file. (Each vacancy requires a separate Form V.) The name of my school district is _____

My name is _____ Address _____
Street

City State Zip Code

Cut here and mail

Congressman Pushes Button To Start NEA*SEARCH, 1968

Congressman **Spark Masayuki Matsunaga** of Hawaii (above) pressed the button at NEA Center recently to activate NEA*SEARCH for its second season. The Congressman said that there is no question of the value of this service to teachers and school systems. But, he said, "the real beneficiary is the student." Greeting the former teacher during the ceremonies is **Ruth Trigg,** president of the NEA Association of Classroom Teachers. The computer-based job-locator service has a new look this year, based on comments and suggestions from last year's participants. "As long as you rely solely on a computer you have only an efficient system," said Osborne A. Payne, director of NEA*SEARCH. In explaining his plans to inject more of the human touch in the second year of this centralized staffing service of NEA, Mr. Payne added, "What we want to provide is an excellent service, both to individual teachers and to superintendents faced with a continuing teacher shortage." To emphasize his point, Mr. Payne has been visiting superintendents in Houston, Atlanta, and Detroit during educational conferences in those areas to acquaint them with NEA* SEARCH. He also worked with the Chicago school system when their recruiter visited the Washington area. Mr. Payne stressed that it is the intention of NEA*SEARCH to put every applicant in touch with an employer, working individually if necessary with unmatched candidates. This may involve suggesting changes in preferences—such as location—to increase chances of a match. Also, for the benefit of candidates, a list of unfilled vacancies will be circulated. Response to date indicates that vacancies may outnumber applicants this year, and Mr. Payne urges teachers to register early for maximum benefit from the 1968 season. The coupon at the top of this page is designed to bring promptly to members and prospective employers the forms needed for NEA* SEARCH service.

Schools of Minneapolis Have Period Of Grace To Prepare For Social Revolution, NEA Special Inquiry Committee Says

Minneapolis schools, subject of criticism from a number of agencies, have a period of grace to prepare for the social revolution that has caused violence in other American cities. That's the gist of a report by a special investigation committee appointed by the NEA Commission on Professional Rights and Responsibilities. The committee spent more than a year studying Minneapolis schools and analyzing the results.

The report says the Minneapolis public schools should emphasize meeting pupil needs rather than merely teaching subjects. The committee considers Minneapolis an urban center that's rapidly developing a typical inner city populated by low-income, disadvantaged families.

The investigation was requested by the City of Minneapolis Education Association, largest of some 500 locals affiliated with the 40,000-member Minnesota Education Association, and by the MEA board of directors. The investigators first visited the city a year ago February. After numerous discussions with community leaders, teachers, and school officials, the committee decided that the defeat in November 1966 of a proposed tax increase was less important than conditions causing the defeat.

The report makes 15 recommendations ranging from calling for continual studies of the population "which is feeding children to the public school system, so that new elements or the expansion of existing elements can be foreseen and planned for ahead of time" to faster action on renewing the school system's "out-moded and outworn physical plant."

NCTEPS's 'Year' Is Concluded—But The Beat Goes On

The Year of the Non-Conference, an 18-month project sponsored by NEA's National Commission on Teacher Education and Professional Standards, ended officially early in February—but the idea behind it is very much alive. The 200-plus innovative schools selected as demonstration centers will remain open to visitors throughout 1968. The commission is also putting new emphasis on Staff Development Schools and is extending and expanding "The Teacher and His Staff" idea.

The Non-Conference Year concluded with eight regional meetings that drew 2,000 people throughout the country during December, January, and February. The participants heard vignettes of new school programs presented by representatives of more than 80 YOTNC demonstration centers; speakers and working papers developed some challenging ideas to stimulate continuing interest in developing new approaches to American education.

The Non-Conference Year is described by the commission staff as having been "an evolving project, starting with an emphasis on teacher aides, the use of specialists, and a favorable climate for professional growth. It has developed into a whole new look at the teaching profession and has encompassed questions of differentiated staff responsibility and salary."

Latest YOTNC publications include two *Occasional Papers:* "A Differentiated Staff: Putting Teaching Talent To Work," by Dwight W. Allen, formerly of Stanford University; and "A Plan for a New Type of Professional Training for a New Type of Teaching Staff," by Kevin A. Ryan of the University of Chicago. Single free copies of these papers are available from NCTEPS at NEA Center. A new film (the third produced on the YOTNC concept), more *Occasional Papers,* and a report of the regional conferences are in the works.

The commission soon will announce its plans for further development of "The Teacher and His Staff" concept and of the Staff Development Schools program. The latter involves entire staffs in in-depth study and action programs to develop new organizational patterns in their own schools.

Some facts about The Year of the Non-Conference: 10,000 educators and friends of education registered to participate; almost 19,000 attended the 100-Cities Assembly last April 29; 250,000 have seen the film, *The Quiet Revolution;* and *More Different Than Alike* is booked through April.

Leadership Session Set by School Nurses

A school nursing leadership conference will be held at the NEA Center August 3-5, 1968. The conference will be sponsored by the National Council for School Nurses of the American Association for Health, Physical Education, and Recreation.

Further information is available from Ginny Thayer, R.N., AAHPER Consultant for School Nurses, NEA Center.

NAMES IN THE NEWS

Charles L. Gary, associate executive secretary of the Music Educators National Conference, will become executive secretary on July 1, 1968, when **Vanett Lawler** retires. . . . **Helen Mara** and **Hans Nygaard** have been appointed to the NEA Board of Directors to serve until the 1968 NEA Representative Assembly, when replacements will be chosen for **Joseph A. Letorney,** Massachusetts state director, and **Freda K. Walker,** California state director, who resigned before the expiration of their terms. Mrs. Mara, junior high school teacher in Worcester, is president of the Massachusetts Teachers Association, and Mr. Nygaard is assistant superintendent of the Atascadero (California) Unified School District. . . . **James E. Russell,** secretary of the Educational Policies Commission, will be one of the two men heading the steering committee for the new College of the Potomac in northern Virginia. The four-year liberal arts college is expected to open in the fall of 1969. . . . **Donald C. Roush,** member of the National Commission on Teacher Education and Professional Standards, will become academic vice president of the New Mexico State University July 1. Dr. Roush is now dean of education at the university. . . . On April 18 **Roy K. Wilson,** director of the NEA Division of Press, Radio, and Television Relations since 1957 and an officer of the division since 1946, became executive director of the National School Public Relations Association. Mr. Wilson had been serving as secretary-treasurer of NSPRA. . . . **Fred T. Wilhelms,** associate secretary of the National Association of Secondary School Principals, has been named executive secretary of the Association for Supervision and Curriculum Development. He will take over the new position on August 1, succeeding **Leslee J. Bishop.** . . . **John Wilcox,** professor of education and director of the Catskill Area School Study Council at the State University of New York in Oneonta, has been named acting director of the NEA Division of Rural Service. He will serve until June 1. . . . **Rudy Lawton** has joined the staff of the Division of Field and Urban Services and will work in the East Coast Regional Office in Trenton. Mr. Lawton was a field representative and consultant on higher education with the New Jersey Education Association before coming to the NEA. . . . Newly chosen president-elect of the NEA Department of Audiovisual Instruction is **Lee Campion,** Division of Educational Communications, New York State Education Department, Albany. He will become DAVI president in 1969-70. For the 1968-69 term, the president will be **John P. Vergis,** professor of education and coordinator of audiovisual education, Arizona State University, Tempe (currently on leave at the University of Southern California), and vice-president will be **Curtis P. Ramsey,** Learning Resources Center, George Peabody College for Teachers, Nashville. . . . The National Science Teachers Association has elected **Alfred B. Garrett** as the 1969-70 association president. Dr. Garrett, vice president for research and professor of chemistry, the Ohio State University, will be president-elect during 1968-69. . . . New president-elect of the NEA Department of Elementary School Principals is **Andrew J. Mitchell,** principal, Boulder City (Nevada) Elementary School; new vice-president is **Anna Rockhill,** principal, Pine Avenue School, Bethpage, New York. Mr. Mitchell becomes president in 1969-70. . . . **Martha L. Ware,** who has been assistant director for the NEA Special Services Division, is now associate secretary for special studies with the National Commission on Professional Rights and Responsibilities. . . . **William J. Ellena** has been named deputy executive secretary of the American Association of School Administrators. . . . **Rupert Picott,** formerly NEA national field representative, has been appointed assistant director of the NEA Division of Affiliates and Membership. . . . **Dorothy Brooksby** is now organization specialist in the Division of Affiliates and Membership. . . . **Arne L. Olson,** former professor of health, physical education and recreation at Temple University, has been named assistant executive secretary and research consultant for the American Association for Health, Physical Education, and Recreation. . . . **Kimball Wiles,** dean of education at the University of Florida, was killed in an automobile accident just outside of Tampa February 2. Dr. Wiles was president of the Association for Supervision and Curriculum Development in 1964.

Sanctions End, Resignations Burn in Jackson County

NEA and West Virginia Education Association sanctions were withdrawn from Jackson County, West Virginia, after voters there last month passed a school levy that had been turned down nine times previously. WVEA sanctions had been imposed on January 3, NEA sanctions on January 26. The vote to support schools was seen as a victory for the political action of Jackson County teachers, who organized down to the precinct level, developed a full-scale mass media campaign, and turned in their resignations in advance of the March 12 election. Jackson County Education Association president **Olive Mason** (at right in photo above) called the election a historic breakthrough. With her in the photo is JCEA secretary **Margaret Arnold.** The resignations—which had been submitted by over 70 percent of the county's teachers—were burned the night of March 13.

3 States Invoke Sanctions...

(Continued from page 1, column 3)

failed "to meet its constitutional responsibility to public school education."

The action was voted by a 400-member special delegate assembly. The sanction makes it unprofessional and unethical for a teacher not now under contract in Idaho to apply for or accept a teaching assignment there. Excepted are college students presently enrolled in teacher preparation institutions in the state, if they qualify for the standard Idaho certificate.

On April 6, the Pennsylvania State Education Association's house of delegates voted statewide sanctions, declaring that "Pennsylvania is not the best place to teach." PSEA delegates said the sanctions were specifically aimed at Gov. Raymond P. Shafer and the state's general assembly, which had failed to enact teachers' salary legislation.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Florida Education Association	Florida Public Schools
• Idaho Education Association	Idaho Public Schools
• National Education Association	Florida Public Schools
• New Jersey Education Association	State Board of Higher Education
• Ohio Education Association	Lorain City School District
• Pennsylvania State Education Assn.	Carlynton School District
• Pennsylvania State Education Assn.	Palmerton Area School District
• Pennsylvania State Education Assn.	Pennsylvania Public Schools
• Pennsylvania State Education Assn.	West Mifflin School District
• Vermont Education Association	Fletcher Public Schools

NEA Convention This Summer in Dallas (See pages 4 and 5)

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 7, NO. 5 | MAY 17, 1968 | 7 | WASHINGTON, D.C.

Senator Morse Introduces NEA-Backed $6 Billion Bill

George W. Jones
To Direct Task Force

Association Task Force To Probe Urban Ills

NEA last month announced the beginning of a massive effort to probe the problems of urban education and to recommend a course of action for the teaching profession. The effort began with the establishment of a Task Force on Urban Education as a joint project of NEA and five of its departments: the Association of Classroom Teachers, the American Association of School Administrators, the National Association of Secondary School Principals, the Department of Elementary School Principals, and the Association for Supervision and Curriculum Development.

In announcing the formation of the task force, NEA Executive Secretary Sam M. Lambert said: "The spotlight is focused on critical educational problems in urban areas, and in spite of the growing concern of the federal government, school systems, volunteer groups, and other citizens, adequate solutions have not emerged. The recent nationwide turmoil of our cities points up the fact that there is no time to waste."

Appointed as director of the task force is George W. Jones, formerly a staff member of the NEA's Division of Field and Urban Services. Mr. Jones will be assisted by Joseph Devlin, S.J., formerly research associate, NEA Center for the Study of Instruction. Father Devlin helped set up an anti-poverty program in Boston with financial aid from the Ford Foundation, and has been working with the Urban Teacher Corps of Washington, D.C.

Leading authorities on urban affairs and the problems of inner city education will serve as consultants to the task force. Among them are:

(See TASK FORCE, page 3, column 3)

Meeting with the Sponsor of NEA-Backed Bill

After filing S 3400—the NEA-backed $6 billion federal aid to education bill—Sen. **Wayne Morse** (D-Oreg.) meets in his office with NEA Executive Secretary **Sam M. Lambert** (right) and NEA President **Braulio Alonso.** Senator Morse thanked NEA for giving him the opportunity "to present to the Senate and to the Committee on Labor and Public Welfare the language of the proposal which was drafted by their Legislative Commission."

Baltimore Acts To Aid Schools As Follow-Up to NEA Sanctions

Baltimore is making excellent progress toward complying with the conditions set by NEA for suspending sanctions from that city, the NEA Professional Rights and Responsibilities Commission said this month. NEA sanctions were invoked on July 8, 1967, at the request of the Baltimore and Maryland education associations, which had already invoked sanctions. NEA suspended its sanctions on December 19 after the city's new mayor promised to act to improve the dangerous school conditions exposed by an NEA study.

On March 26, 1968, Baltimore Mayor Thomas J. D'Alesandro, III, reported to NEA President Braulio Alonso that the city had taken a series of steps in "compliance with the conditions for suspension and removal of sanctions."

Mayor D'Alesandro reported that, among other things:

- The city has approved for submission to the voters school construction bonds totaling $84 million for 1969-70 and 1970-71.
- The city has decided to allocate for the construction of schools all funds received from the sale of Friendship International Airport to the state.
- The city has begun a united effort to obtain massive federal aid to meet the educational crisis in Baltimore.

Florida Educators Move to Greater Unity and Strength

Florida educators moved toward increased unity and strength this month, following a three-year school crisis climaxed by a walkout of 30,000 teachers that forced the state to guarantee millions of dollars more for education.

Most teachers are back in the classroom, though vindictive school boards have refused to reemploy some 500 of those who resigned en masse to protest the financially starving condition of the state's public schools.

Late in April, educators from throughout the state attended the annual convention of the Florida Education Association. At the meeting, they voted several steps aimed at making their association even stronger and more united. The delegates voted

(See FLORIDA EDUCATORS, page 6)

Act Would Give Grants To States

On April 29, Senator Wayne Morse (D-Oreg.), chairman of the Education Subcommittee of the Senate Committee on Labor and Public Welfare, introduced S 3400 —the NEA-backed General Education Assistance Act of 1968. The bill, drafted by the NEA Legislative Commission, would provide to each state a grant of $100 per school-age child, plus supplemental equalizing grants. For fiscal 1970, the first year of funding, the total expenditure would be about $6 billion.

Termed "a major escalation of the nation's commitment to quality education" by NEA President Braulio Alonso, the bill would increase the federal share in the nation's school finance from eight percent to about 22 percent.

At least half of the money would be used to increase teacher salaries. State educational agencies would use the remaining half of the grants to meet urgent needs, such as preschool programs, summer programs, and employment of additional teachers and teacher aides.

In introducing the bill, Senator Morse told Congress that NEA believes the great strides in federal aid to education since 1960, "excellent as these programs are and have been . . . do not strike to the root of the problems." What is needed over and above the existing measures "rather narrowly" drawn to meet specific problems is a flexible program of general school aid.

The NEA Legislative Commission urges members to write to their Senators and Congressmen in support of S 3400. The May issue of the NEA Journal includes a mail-o-gram that may be used for this purpose.

NEA Executive Secretary Sam M. Lambert declared: "By providing substantial general aid, the bill would also strengthen state and local control of our educational system. It would open new educational opportunities for every child in America."

Dr. Lambert urged the Congress "to give this bill careful consideration in view of the emerging truth that our society must confront its own problems directly and tax itself—in dol-

(See NEA-BACKED BILL, page 2)

NEA-Backed $6 Billion Bill Introduced

(Continued from Page 1)

lars, in effort, and in commitment to the ideals it holds up to the world." Hearings on the bill are expected during the current session of Congress.

Major Provisions

The bill would authorize for fiscal 1970 and each succeeding fiscal year an amount equal to the product of (a) the total number of school-age children, 5 to 17 inclusive, in the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, and (b) $100—based on the most recent data available to the U.S. Commissioner of Education.

From the sums appropriated for this program, the U.S. Commissioner would apportion to each state an amount which bears the same ratio to the total sum as the school-age population of the state bears to the school-age population of all the states and the District of Columbia. Allocations to the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands would be made on the basis of $100 per child. Basic grants would total $5.25 billion in fiscal 1970.

An additional $750 million would be distributed to the states on an equalized basis, to assist states having low personal income per student.

The U.S. Commissioner of Education would make grants to states whose applications (a) reserved at least 50 percent of their allotments for increasing teacher salaries, and (b) proposed expenditure of the remaining funds for hiring additional teachers and teacher aides, providing summer and preschool programs, and meeting other urgent needs.

The legislation would require maintenance of state and local fiscal effort. The state would also set forth such fiscal control and accounting procedures as may be necessary to assure proper disbursement of, and accounting for, federal funds paid to the state education agency.

The state education agency would make an annual report to the U.S. Commissioner of Education on the progress and probable outcomes of programs undertaken with federal assistance provided by this legislation.

Status of Major Federal Education Bills as of May 8, 1968

NINETIETH CONGRESS—SECOND SESSION

Bill	House	Senate	Major Provisions
General Education Assistance Act of 1968 S 3400		Pending in subcommittee	NEA bill to authorize payments of $100 per school-age child to the states (about $6 billion starting in fiscal 1970). At least 50% of funds to be used to increase teacher salaries; remainder to be allocated by state education agencies to local districts to meet "urgent needs."
Higher Education Amendments HR 15067 S 3098	Subcommittee markup in progress	Subcommittee hearings completed	Extends NDEA, Higher Education Facilities Act, Higher Education Act of 1965; creates "Networks for Knowledge"; provides public service education.
Student Aid Program HR 16729	Floor action due		Combines NDEA student loan program, work-study, educational opportunity grants, and guaranteed loan program.
Vocational Education Amendments HR 15066 S 3099	Subcommittee hearings completed	Subcommittee hearings completed	Consolidates and improves existing vocational programs; removes ceiling on authorizations; provides statewide matching of federal funds, instead of matching by separate categories; creates a separate program for homemaking education; provides for advance funding.
Judicial Review S 3	Subcommittee hearings in progress	Passed April 11, 1967	Permits court tests of constitutionality of federal aid legislation.
Medicare for Teachers HR 294 et al S 1071	Pending in committee	Pending in committee	Extends Medicare coverage to 700,000 teachers not presently included.
Juvenile Delinquency Prevention and Control HR 12120 S 1248	Passed September 26, 1967	Pending in committee	Provides preventive and rehabilitative centers and services.
Balance of Payments Travel Tax Proposal HR 16241	Passed April 4, 1968	Pending in committee	Administration proposal would tax foreign travel and reduce duty-free exemptions; House imposed 5% tax on overseas fares and reduced duty-free exemption from $100 to $10.
Civil Rights Act HR 2516	Signed by President April 11, 1968 Public Law 90-284		Forbids discrimination in housing; prohibits interference with civil rights including right to educational pursuits.
Copyright Revision HR 2512 S 597	Passed April 11, 1967	Pending in subcommittee	Complete revision of 1909 statute; stalled in Senate over technologically innovative materials.
National Foundation on Arts and Humanities Foundation Amendments HR 11308	Passed February 27, 1968	Passed May 8, 1968	Extends programs for two years; Senate authorization exceeds House authorization.
National Science Foundation Amendments HR 5404 S 836	Passed April 12, 1967	Floor action due	Includes social science activities in NSF program; Senate bill, S 836, would create separate social science foundation.
Housing and Urban Development Act HR 15624 S 3029	Hearings completed	Floor action due	Provides broad public-private plan for rebuilding the residential hearts of large and small cities, including educational facilities.
Retirement Income Tax Credit HR 16215	Pending in committee		Increases tax credit on retirement income for persons not covered by Social Security.
Urgent Supplemental Appropriation (FY 1968) HR 15399	Senate rejected conference report April 10		Restores $20,810,000 for Sec. 3(a) of Public Law 874.
Vocational Rehabilitation Amendments HR 16819 HR 16134	Pending in committee		Extends and broadens scope of goods and services for the handicapped.
School Lunch Act Amendments HR 15398	Passed March 5, 1968 Cleared for White House	Passed April 17, 1968	Provides food service for impoverished preschool children in day-care centers, settlement houses, and recreation centers.
Labor HEW Appropriation FY 1969	Subcommitee hearings in progress	Subcommitee hearings in progress	Includes operating funds for U.S. Office of Education programs.

Senator Morse Says Bill Hits Problems' Roots

When he introduced S 3400, the NEA-backed bill to provide $6 billion for America's public schools, Senator Morse made these remarks to the Senate:

"Mr. President, I send to the desk a bill which has the short title, 'General Education Assistance Act of 1968.' I am greatly indebted to the National Education Association for having given me the opportunity to present to the Senate and to the Committee on Labor and Public Welfare the language of the proposal which was drafted by their Legislative Commission.

"This measure incorporates the view of the organization with respect to the next forward step which they determine it to be in the public interest to have enacted. The bill reflects the hopes and aspirations of school teachers in every state, for it is a general federal aid to education measure.

"We have made great strides since 1960 in the enactment of educational legislation but this legislation has necessarily until now consisted of measures which were relatively narrowly drawn to meet specific problems—in short, there has been 'categorical' aid. But the men and women of the National Education Association Legislative Commission have come to the judgment that excellent as these programs are and have been, they do not strike to the root of the problems.

"These are the problems which beset our school systems. These are the problems which are of major concern to the dedicated men and women who serve

(See MORSE SAYS, page 7, column 2)

NEA REPORTER

Published monthly except August (two issues in October) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C 20036.

Telephone Area Code 202, 223-9400

Braulio Alonso .....President
Sam M. Lambert....Executive Secretary
John D. Sullivan ..Assistant Executive Secretary for Information Services

* * * *

Prepared by the NEA Journal Division:
Mildred S. Fenner .....Editor
Walter A. Graves ....Associate Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce....Editorial Associate

Send news items to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 60 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

New Insurance Holding Company Set Up To Serve NEA Members

Formation of an insurance holding company—the Horace Mann Educators Corporation—to serve the NEA and its state and local affiliates was approved recently by the boards of the NEA and the three participating insurance companies. The Horace Mann Life Insurance Company, Springfield, Illinois; Educators Life Insurance Company of America, North Hollywood, California; Pacific Employers Insurance Company, Los Angeles, a subsidiary of Insurance Company of North America (INA): and the NEA's Teachers Services Corporation will form the new company, provided necessary stockholders' approval is obtained. The insurance companies involved will offer a fixed and variable tax-sheltered annuity program to members of NEA and its affiliates as soon as it is approved by appropriate regulatory agencies. Signing the agreement above are (left to right) **Wayne A. Stoneking,** executive secretary of the Illinois Education Association; **Braulio Alonso,** NEA president; and **John Gurash,** INA.

Membership 1,081,844; Six More States Unify

NEA membership soared to a new height of 1,081,844 as of May 2. This record total represents a gain of 56,651 members over the same time last year. Leading in the number of members enrolled are California (with 82,517), Michigan (65,998), and Pennsylvania (64,098).

Sizable increases over last year's total have been registered in nine states. In addition to the large percentage rise in Michigan because of unification there, Rhode Island has enrolled 189.7 percent of last year's total; Louisiana, 122.6; and South Carolina, 112.4.

A new upsurge has also developed in unification. In addition to the nine state associations already unified (Oregon, Hawaii, Montana, Nevada, Arizona, Idaho, West Virginia, Washington, Michigan) six more have taken final official action to unify: New Mexico, Wyoming, Kentucky, and Alaska (to be effective in 1968); Minnesota and Florida (in 1969).

Adoption of unification is in the process in Massachusetts, Rhode Island, Maine, Nebraska, Kansas, North Dakota, Delaware, Iowa, Utah, New Hampshire, North Carolina, and the Overseas Education Association.

SALARY DEVELOPMENTS

Associations Win Dramatic Pay Gains But Starting Pay Higher in Industry

Dramatic increases in teachers' salaries in states across the nation have been reported to the NEA Salary and Negotiation Consultant Service. "The quality of the negotiated schedules being reported to us every day indicates that teachers throughout the country are gaining more negotiation skills and are applying their skills to the hard, practical matter of getting better salaries," Erwin L. Coons, coordinator of the service, said this week.

Mr. Coons cited examples to back up his comments:

- In Quantico, Virginia, teachers on the Marine Corps Base have negotiated a 1968-69 salary schedule starting at $6,200 for beginning teachers and going up to $12,524 for experienced teachers. The schedule is well developed on the index principle.
- In Tremont, Illinois, beginning teachers will receive $6,804 in the fall. Experienced teachers' salaries will range up to $11,060.
- In the Cherry Creek Schools of Englewood, Colorado, teachers negotiated a fine schedule with a new twist—all teachers new to the system start at step 1 with an index supplement for prior teaching credit. The schedule runs from a minimum of $5,850 to a maximum of $13,338.
- Manhasset, New York, teachers will have a starting salary of $7,100 next year and can earn up to $17,400.
- Master teachers in Temple City, California, can earn up to $25,000 under the new schedule adopted there. The schedule categorizes teachers as beginning, staff, senior, and master—each with its own salary range.
- Teachers in Springfield, Illinois, have negotiated a salary and benefits package that will bring teachers a $2,000-plus pay boost, on the average.
- A negotiated schedule in Billings, Montana, shows increases of $1,600 at the maximum end of the scale. The average increase is $965 per teacher, a 13.3 percent gain.

For 1968-69 nationally the *estimated* beginning salary of public school teachers with a bachelor's degree is $5,850, according to the NEA Research Division. In private industry, men and women with no more than a bachelor's degree, and no experience, are being offered much higher salaries; for example, men engineers, $9,168, and women engineers, $8,904.

Currently, the average *annual* salary of all public school instructional personnel (teachers, principals, and supervisors) is $7,597. In 1966, federal government civilian employees (all grades and amounts of experience) were paid 11.7 percent more than were teachers.

The average instructional staff salary ($7,597) can also be compared with the U.S. Department of Labor's 1966 cost of living for a family of four—$9,376 in large metropolitan areas and $8,366 in small cities (2,500-50,000 population).

These facts are given in the 23rd annual report, *Estimated Status of the Teaching Profession, 1967-68,* just published by the Research Division.

25 Associations In 16 States Seek Executives

As of mid-May, the NEA Division of Field and Urban Services had on file notification that 25 urban associations in 16 states are currently seeking executive secretaries.

Two years ago, the division established an urban association staff position listing and candidate registry service. Through the service the division builds a list of candidates who have indicated interest and who have given permission for their names to be included in the registry. Basic information about these people is on file in the Field and Urban Services Office at NEA Center. The list may be obtained by those responsible for filling a vacancy.

CORRECTION: The photo on page 1 of the April 19 NEA REPORTER shows the entrance to Washington Junior High School's gymnasium in Pensacola, Florida, not to the junior high school itself.

- Teachers in Caribou, Maine, will start at $5,600 in 1968-69 and can earn up to $8,250 with a bachelor's degree.
- The Monessen (Pennsylvania) Education Association negotiated a $1,000 increase in teachers' beginning salaries plus an across-the-board increase of $500 for those with one or more years of experience.

TASK FORCE . . .

(Continued from page 1, column 1)

Daniel P. Moynihan, director, Joint Center for Urban Studies at Harvard and the Massachusetts Institute of Technology; Mario D. Fantini, project officer, Division of Public Education and Research, Ford Foundation; and Robert J. Havighurst, formerly professor of urban education at the University of Chicago, and presently at Fordham University. Other consultants will be added.

Chairman of the task force is Irvamae Applegate, NEA past president and dean of the School of Education, St. Cloud State College, Minnesota. Vice-chairman is Oliver W. Lancaster, field representative for the Office of Integration, Inter-Group Education, Board of Education, Philadelphia.

Directors OK Priorities for NEA Budget

The NEA Board of Directors has officially approved a group of Association budget priorities for 1968-69. The priorities—developed by board members, members of the NEA Executive Committee, and Association leaders and staff—are designed to give the NEA Budget Committee guidelines for making decisions on the best use of Association funds.

The priorities are:

- Organizing the teaching profession to pass strong general federal aid to education
- Developing Association programs that promote instructional improvement and innovation and that build educational leadership in solving the nation's major social, economic, and political problems
- Strengthening and unifying the organized teaching profession
- Improving NEA services to members and to local and state associations by strengthening effective programs at NEA Center and in the regional offices
- Improving Association efforts to communicate with all members
- Increasing the personal, professional, and economic benefits of NEA membership
- Expanding NEA programs of leadership and in-service training
- Developing and using modern research and development methods and political processes to make current programs more effective and to aid in developing long-range plans.

1968 Convention: 'Commitment to Action'

Delegates' Topics Include Local-State-NEA Thrust, School Opportunity Role

Dallas will be the host city for the 106th NEA Convention this summer. The Convention's 1968 theme is "Commitment to Action." More than 12,000 members are expected to gather to chart the future course of NEA. Most of the Convention sessions will be in the air-conditioned arena of the Dallas Memorial Auditorium. Registration begins Monday, July 1; the Convention officially opens July 2. This year the Convention runs through Saturday, July 6.

President Braulio Alonso, in his call to delegates to the Convention, underlined two major areas demanding action by the Representative Assembly: how to continue NEA's forward thrust in cooperative efforts with local and state affiliates; and how to make NEA a viable force in promoting educational opportunity.

Presidential Address

In his presidential address at the opening general session Tuesday, July 2, Mr. Alonso will call on the Convention to commit the Association's professional power to "protect, guarantee, and extend the human rights of every American citizen," thus bridging the gulf that has created "two worlds in America—the world of the haves and the world of the have-nots."

Executive Secretary Sam M. Lambert, in his annual report to the Representative Assembly Wednesday afternoon, July 3, is expected to urge better long-range strategies and more effective tactics for dealing with "the troubles in education wherever and whenever they occur."

"What you do here to provide rational, carefully thought-out policies for handling crisis situations," Dr. Lambert says in his Convention program greetings, "can, quite literally, spell life or death for our professional community."

Department Relationships

A major issue confronting delegates will be the future relationship of NEA to the specialized groups associated with it, now known as departments. (See the April 1968 *NEA Journal*, pages 26-29, for a detailed discussion of the proposals of the Task Force on NEA-Departmental Relations and pages 69-71 for the two proposed amendments to the NEA Bylaws scheduled for vote at Dallas.)

Chairman Wade Wilson of the Task Force on Human Rights will report its findings and recommendations Friday morning. At this same session, Immediate Past-President Irvamae Applegate will report for the Subcommittee on Compliance, which has been assessing progress of mergers of dual affiliates in the Southern states.

The first William G. Carr Scholarship Award will be presented at the Friday night meeting. The Honorable Ralph W. Yarborough, U.S. Senator from Texas, will address the Friday morning business meeting.

Nine seminars on current educational issues are scheduled for Wednesday morning. These will include discussions of professional negotiation, the President's report on civil disorders, the Education Professions Development Act, extremist attacks on the schools, American education in 1984, and the NEA Task Force on Urban Education.

Resolutions are scheduled for in-

(See 1968 NEA CONVENTION, page 6)

Major Meetings Set Before and After Convention

Major meetings scheduled immediately before and after the 1968 NEA Convention in Dallas include these:

June 23-26, Dallas, workshop of State Education Editors.

June 22-29, Houston, annual Student NEA Leadership Conference.

June 25-29, Houston, National Commission on Teacher Education and Professional Standards.

June 25-26, Dallas, research directors, National Council of State Education Associations.

June 25-26, Dallas, public relations directors, National Council of State Education Associations.

June 25-28, Houston, state TEPS chairmen and consultants.

June 26-28, Fort Worth, national workshop, Commission on Professional Rights and Responsibilities.

June 26-29, Houston, National Council of Urban Education Associations.

June 27-29, Dallas, workshop, NEA Department of Elementary-Kindergarten-Nursery Education.

June 27-29, Dallas, leadership conference, NCSEA.

July 8-19, Stillwater, Oklahoma, national conference, NEA Association of Classroom Teachers.

Convention Booths Will Offer Special HemisFair Service

NEA information booths at hotels and Convention center will offer special rates for HemisFair '68, in San Antonio.

Members who plan to attend the HemisFair on Monday, July 8, may purchase tickets ($5.75) for an educators' dinner at the Hilton Palacio Del Rio that night. Tickets may be ordered from Mrs. J. B. Shannon, Stephenville Public Schools, Box 453, Stephenville, Texas 76401 (please include stamped self-addressed envelope; order before June 1).

Housing for the HemisFair may be requested through Visitors' Services, Lodging Office, HemisFair '68, P.O. Box 1968, San Antonio, Texas 78206.

NEA Services Center To Record Suggestions

NEA Conventioneers are invited to stop by the NEA Services Center any time during the Convention to record suggestions, comments, and questions about the *NEA Journal* and NEA REPORTER. A staff-manned tape recorder will be set up for this purpose.

Rodeo Action Set for Classroom Teacher Night

Tickets for Classroom Teacher Night at the NEA Convention, a Texas spectacular in State Fair Park, are priced at $5.50, covering the chuckwagon supper, rodeo, and a memento of the evening. Tickets are available from presidents of state classroom teachers organizations and executive secretaries of state education associations until June 1. Any tickets remaining after that time will be placed on sale at 10 A.M. Sunday, June 30, at the NEA ticket booth in the exhibition area of Dallas Memorial Auditorium.

Classroom Teachers Association Begins Dallas Sessions on June 30

Association of Classroom Teachers activities at the NEA Convention in Dallas, Texas, will begin on Sunday, June 30, two days earlier than the Convention's opening. Delegates to the ACT Representative Assembly may register in the Little Theatre lobby at Memorial Auditorium from 10 A.M. to 5 P.M. Sunday and from 9:30 A.M. to 12 Noon Monday. The ACT Representative Assembly will meet from 2 to 5 P.M. Sunday and from 9 A.M. to 5 P.M. on Monday.

An open hearing on ACT resolutions will be held at 10 A.M. Sunday. ACT will sponsor a reception Sunday evening to give delegates an opportunity to meet candidates for ACT offices. Classroom Teacher Night, scheduled for 6 P.M. Thursday, July 4, in State Fair Park, will be a Texas spectacular, with barbecue supper and rodeo.

The election of 1968-69 ACT officers will take place on Monday from 12 noon to 3:30 P.M.

Contending for the office of presi-

(See CLASSROOM TEACHERS, page 6)

Day-by-Day Events —

MONDAY, July 1

9:00 A.M. NEA Registration and Exhibits Open
Consultant Services Open

9:30 A.M. ACT Representative Assembly

10:00 A.M. Department Meetings:
Elementary-Kindergarten-Nursery Education
Elementary School Principals
Higher Education
Journalism
Rural Education
School Administrators
Secondary School Principals
Supervision and Curriculum Development

12:30 P.M. Administrative Women
Women Deans and Counselors

2:00 P.M. National Faculty Association

3:00 P.M. Educators Fund Management Corporation

6:00 P.M. Civil and Human Rights Awards Dinner

TUESDAY, July 2

7:30 A.M. Willard E. Givens Trophy Awards Breakfast

9:30 A.M. Department Meetings:
Adult Education
Art Education
Audiovisual
Business Education
Exceptional Children
Foreign Languages
Health, Physical Education, and Recreation
Home Economics
Industrial Arts
Librarians
Mathematics
Music
Rural Education
Safety and Driver Education
School Public Relations
Science
Social Studies
Speech
Vocational

1:30 P.M. State Delegation Meetings

3:30 P.M. Open Hearings:
Budget
Bylaws and Rules
Resolutions

7:30 P.M. First General Meeting

WEDNESDAY, July 3

9:30 A.M. Current Issues:
Teaching Potential Dropouts
Copyright Law Revision
EPDA—What's in It for Us?
NEA Task Force on Urban Education
Professional Negotiation
Report on the National Advisory Commission on Civil Disorder

NEA Candidates To Be Voted On in Dallas

NEA Standing Rule 10, in "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA REPORTER a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. . . ."

The REPORTER *here presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect), for two seats on the Executive Committee, and the candidate for treasurer, whose sponsors have met the requirements stipulated in Standing Rule 10.*

CHARLES F. DEUBEL

For Vice-President (President-Elect)

Charles F. Deubel is immediate past president of the NEA Association of Classroom Teachers. His commitment to professional unity and his work on behalf of teachers have prepared him for national responsibility.

National activities: Classroom Teachers National Conference; Northeast Regional Conference; Classroom Teachers National Study Conference; ACT Advisory Council; ACT-AASA Joint Commission; member of Task Force on NEA-Departmental Relations.

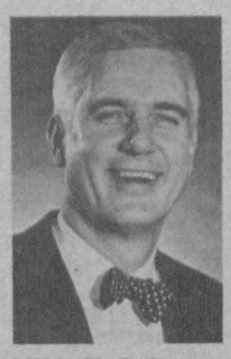
State: President, Classroom Teachers Association of New York State; member of many state committees.

Local: President, Freeport Teachers Association; delegate (11 years), NYSTA; chairman, two committees.

Personal: World War II veteran; B.A. and M.A., New York University; classroom teacher, 18 years; two teaching awards in 1967; married, four sons.

GEORGE D. FISCHER

For Vice-President (President-Elect)



His leadership experience at every level of association work qualifies Des Moines classroom teacher George D. Fischer for the NEA presidency.

An NEA Executive Committee member for the past four years, Fischer helped develop the NEA staff negotiation agreement. He is on the NEA Task Force on Human Rights and helped plan strategy for mergers of teachers' organizations in southern associations. He also served on a special committee to effect a merger of two rival associations in Los Angeles.

He is on the Iowa State Education Association Executive Board and for four years was president of the Des Moines Education Association.

If elected, Fischer will work to unlock the latent power of educational politics to provide better schools and raise the economic and professional status of classroom teachers.

NELSON L. KREUZE

For Treasurer

The Michigan Education Association announces the candidacy of Nelson Kreuze of Battle Creek for the office of NEA Treasurer.

Nelson has a broad and varied background in education, including elementary classroom teaching in rural and urban schools, administration, technical writing, and school finance. He is much in demand as a consultant and lecturer in the field of federal aid to education. He is currently on the staff of the Calhoun (Michigan) Intermediate School District as coordinator of federal programs.

He has B.S. and M.A. degrees and has done additional graduate work.

Nelson has held numerous leadership positions in professional associations at the local, regional, state, and national level. He is an NEA director for Michigan and chairman of the NEA Budget Committee.

THELMA F. DAVIS

For Executive Committee

Thelma Davis, a member of the NEA Executive Committee, pledges her time, experience, and dedication to its work.

A classroom teacher for 25 years, she received B.A. and M.Ed. degrees from Mercer University. She is now a reading specialist for the Griffin and Spaulding County (Ga.) Schools. Mrs. Davis has been an officer and committee member in her local association, president of the NEA Association of Classroom Teachers and the Georgia Education Association, and a member of many NEA committees. She is a life member of the National Education Association and an honorary life member of the Georgia Congress of Parents and Teachers and the Georgia School Boards Association.

She serves on the NEA Executive Committee's compliance subcommittee and the GEA Teacher Education and Professional Standards Committee.

HARRIET GRIFFIN

For Executive Committee

Before she was elected president of the Texas State Teachers Association for 1966-67, Miss Harriet Griffin held offices ranging from secretary to president in her local, district, and state associations.

She has been a journalism teacher and dean at Technical High School, was coordinator of guidance for the Fort Worth schools, and is now their first director of professional relations.

She has B.A. and M.A. degrees from Texas Christian University and has done further graduate work.

Miss Griffin serves on various commissions for the city of Fort Worth. She was twice nominee for Fort Worth Newsmaker of the Year. She has received distinguished service awards from several organizations.

She is a life member of TSTA and NEA and is an honorary life member of the Parent-Teacher Association.

DONALD E. MORRISON

For Executive Committee

Education: B.S. and M.A., Pacific University; graduate work, University of California, Los Angeles and San Diego.

Teaching experience: classroom teacher, 16 years; formerly, in Hillsboro, Oreg., currently a social studies teacher in San Diego.

National experience: Currently, Don Morrison is an NEA director for California; board member, NEA Mutual Fund; member, NEA Planning and Organizational Development Committee; past president, National Council of Urban Education Associations; and an NEA life member.

State experience: member, California Teachers Association, State Council of Education, Southern Section Council, and California Council on Education of Teachers.

Local experience: president, treasurer, and board member, San Diego Teachers Association.

WADE WILSON

For Executive Committee

Dr. Wade Wilson is immediate past president of the Pennsylvania State Education Association.

A resident of Bryn Mawr, he was director and professor, Division of Industrial Arts, Cheyney State College, and has been appointed director of development for the College.

He is a graduate of Cheyney State, and has an M.Ed. from Pennsylvania State University and a doctorate from New York University. He is married and has one son.

Dr. Wilson is past president of the Association of Pennsylvania State Colleges, the Cheyney State College Education Association, and the Industrial Arts Association of Pennsylvania, and is a life member of PSEA and NEA.

He is chairman of the NEA-PR&R Committee on Civil and Human Rights of Educators and of the NEA Task Force on Human Rights.

1968 NEA Convention

Drug Abuse
Teachers and Technology: Promising Practices
The Extremists, The Critics, and The Schools
American Education in 1984

10:00 A.M. Elections Committee
1:30 P.M. First Business Meeting
6:00 P.M. Past Presidents Dinner
8:30 P.M. Friendship Night

THURSDAY, July 4

7:30 A.M. State Delegation Breakfasts
8:30 A.M. State Delegation Meetings
10:00 A.M. Second Business Meeting
12:30 P.M. Luncheons:
Alpha Delta Kappa; Delta Kappa Gamma; Kappa Kappa Iota; Phi Delta Kappa; Pi Lambda Theta
2:30 P.M. Commissions, Committees, and Council:
Citizenship
Civil and Human Rights
Educational Finance
Educational Travel
International Relations
Legislation
Local Associations
NEA—American Library Association
NEA—American Medical Association
NEA—Magazine Publishers
NEA—American Legion, Textbook Publishers, Congress of Parents and Teachers, School Boards
NEA*SEARCH
Professional Ethics
Professional Rights and Responsibilities
Safety
Special Services
Teacher Education
Teacher Retirement
5:00 P.M. Delegate Registration Closes
6:00 P.M. Classroom Teacher Night

FRIDAY, July 5

7:30 A.M. State Delegation Breakfasts
8:00 A.M. State Delegation Meetings
10:00 A.M. Third Business Meeting
1:30 P.M. Fourth Business Meeting
5:00 P.M. Exhibits Close
7:30 P.M. Fifth Business Meeting

SATURDAY, July 6

7:30 A.M. State Delegation Breakfasts
8:00 A.M. State Delegation Meetings
8:00 A.M. Balloting Opens
10:00 A.M. Sixth Business Meeting
1:30 P.M. Seventh Business Meeting
3:00 P.M. Balloting Closes
8:00 P.M. Eighth Business and Second General Meeting
10:30 P.M. Reception for Newly Elected Officers

Jean Fritz To Talk at Book and Author Lunch Sponsored by Association of School Librarians

Jean Fritz will be guest speaker at the annual Book and Author Luncheon sponsored at the NEA Convention in Dallas by the American Association of School Librarians. The luncheon will be July 2, at 11:30 a.m. in the Houston Room of the Sheraton-Dallas Hotel. Miss Fritz is author of *Brady, I; Adam;* and *Early Thunder.*

Advance tickets for the luncheon (at $4 each) may be purchased by writing to: Dallas School Librarians' Club, c/o Mattie Ruth Moore, 3700 Ross Ave., Dallas, Texas 75204. Tickets will also be available at the NEA ticket counter in the Exhibit Hall during the Convention in Dallas.

cut here and mail

Order Form—Human Rights Awards Dinner

At NEA CONVENTION, July 1, 1968

TO: NEA PR&R Committee on Civil and Human Rights of Educators
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Please reserve the following tickets for me:

.....tickets @ $7.50 (Regular price)

.....tickets @ $6.00 (Discount price on reservations postmarked on or before June 7, 1968. Cancellations accepted until June 15.)

Name .....

Street .....

City ..... State ..... ZIP .....

Make your check payable to: NEA—CCHRE

New TEPS Program Helps Schools Build In-Service Interest

Faculties who wish to work on in-service teacher education in their schools may receive planned assistance through the new program, Staff Development Schools, of NEA's Commission on Teacher Education and Professional Standards. With major focus on the school staff, the program is based on the commitment and involvement of the staff in initiating and developing improvements in their schools.

More than 65 schools have already enrolled in the Staff Development Schools program and NCTEPS expects the number to reach 200 by next fall.

NCTEPS, in cooperation with state and local education associations and with other NEA units, will provide several types of assistance to these schools, such as:

- A wide range of multi-media materials focusing on auxiliary personnel, team teaching, individualized instruction, micro-teaching, instructional media, flexible scheduling, and other topics. The materials will include films, filmstrips, publications, and bibliographies.
- A pool of qualified consultants.
- Special opportunities to attend selected conferences and meetings.
- Guidelines for relevant federal programs and assistance in developing proposals.
- Information on TEPS' 200-plus demonstration centers illustrating innovative programs in action.

For further information, contact Jim Olivero, assistant secretary of NCTEPS and coordinator of the program, at NEA Center.

1968 NEA CONVENTION

(Continued from page 4, column 2)

troduction Friday afternoon and will occupy the Assembly throughout that day and the next. Voting begins Saturday morning. The new NEA officers will be presented at the final session on Saturday night.

(Martha Ware, associate secretary of the National Commission on Professional Rights and Responsibilities, is now the NEA staff contact for the Committee on Resolutions. She replaces James Russell, secretary of the Educational Policies Commission.)

President Alonso, who will preside throughout the Convention, will on the final day turn leadership over to NEA President-Elect Elizabeth D. Koontz, teacher of retarded children in Salisbury, North Carolina. Mrs. Koontz was president of the NEA Association of Classroom Teachers in 1965-66.

Major social events during the Convention include the Wednesday "Friendship Night," when delegates may meet the candidates for office, and the post-Convention reception and dance Saturday night for new officers.

Most departments, including the Association of Classroom Teachers, will hold meetings in Dallas ahead of the Convention proper. Department meetings on Monday and Tuesday will cover such topics as family life and sex education in the elementary school, the new journalism of the classroom, safety of children in the inner city, the self-selection laboratory, bilingual education, the future of mathematics education, and multicultural social studies teaching.

CLASSROOM TEACHERS

(Continued from page 4, column 4)

dent are Betty Buford of Plainview, Texas, past president of the Texas Classroom Teachers Association; Ella Q. Forman of Phoenix, Arizona, ACT Southwest regional director; and Paul J. Vennari of Beckley, West Virginia, ACT vice-president.

Running for the office of vice-president are Evelyn Fuller of Birmingham, Alabama, vice-president of the Alabama Education Association; Ruth Southwick of Salem, Massachusetts, ACT Northeast regional director; and Donald Wilson of Parma, Ohio, past president of the Parma Education Association.

Seeking the office of secretary are Ruth I. Foster of Des Moines, Iowa, ACT secretary, and Clymathes B. King of Jackson, Mississippi, past president of the Mississippi Department of Classroom Teachers, MTA.

ACT Regional Candidates

Candidates for the office of Northeast regional director are Charlotte M. Huff of Freeport, New York, past president of the Classroom Teachers Association of New York State, and William E. Zeiss of Clarks Summit, Pennsylvania, past president of the Pennsylvania Department of Classroom Teachers.

Running for Southwest regional director are Gary Gschwind of Thousand Oaks, California, former ACT advisory council member for California, and Birnadine Mack of Boulder, Colorado, past president of the Colorado Department of Classroom Teachers.

Immediately following the NEA Convention, the 25th Auunal Classroom Teachers National Conference of ACT will be held from Monday, July 8, to Friday, July 19, at Oklahoma State University, Stillwater, Oklahoma. Theme of the 11-day conference will be "Effective Utilization of Human and Natural Resources—Implications for Educational Change."

Lieutenant Governor George Nigh of Oklahoma will address a banquet session on Thursday, July 18.

Registration for the conference is limited to 350. Information is available from ACT at NEA Center.

Jobs Still Available Via NEA*SEARCH

NEA*SEARCH, the Association's computer-based job-locator service for educators, reports that vacancies are presently exceeding job candidates in the following areas: elementary, speech correction, physically handicapped, art, elementary physical education, librarian, and counselor.

The coupon at right is designed to bring members and employers prompt information and application forms for job matching via NEA*SEARCH.

Teacher of the Year Honored in Washington

On May 2, The Association of Classroom Teachers, NEA, entertained **David E. Graf** (center), vocational education and industrial arts teacher, Sandwich, Illinois, National Teacher of the Year, and **Mrs. Graf** at a reception at NEA Center. Prior to the reception NEA President **Braulio Alonso** received Mr. and Mrs. Graf in his office. Above, Mr. Alonso and the Grafs review a signature book presented to Mr. Graf as a memento of his trip to Washington. The National Teacher of the Year program is sponsored by *Look* magazine and the Council of Chief State School Officers.

Maryland Teachers Close School In Protest of Unsafe Conditions

Teachers in Anne Arundel County, Maryland, closed Sunny Glen special education school for one day recently in a protest against unsafe conditions there. The shutdown was immediately effective, repairs were made, and the teachers who placed the safety of children ahead of job security returned to Sunny Glen school. The protest began on March 14, when 19 of the 20 teachers in the Sunny Glen and Sunnyside schools met and agreed to safeguard pupils from dangerous school conditions.

After consulting with Teachers Association of Anne Arundel County officials, the teachers forwarded a statement to their supervisor spelling out the unsafe conditions. They then called the parents of all their pupils and urged them not to send their children to school the next day.

The teachers were able to return to their school on Monday, March 18. Repairs made included spot welding of holes in fire escapes, bracing of a stairway, removal of combustible material from under the building, closing off of a hot-water line, installation of a sprinkler system in the boiler room, and bracing of a split joint.

Parents praised teachers for their action, and NEA Executive Secretary Sam M. Lambert wrote to the teachers' faculty representative, Kay Joy Olson, that "your united action in backing up your professional judgment deserves the success it achieved."

FLORIDA EDUCATORS . . .

(Continued from page 1, column 2)

to raise their dues to $40 next year and to $50 the year following. They voted to require membership in NEA for all FEA members, to merge small county associations into larger regional associations, and to restructure the state association by eliminating departments.

FEA announced plans to actively recruit members from the state's junior and four-year colleges. And the association said that the American Federation of Teachers had failed miserably in its attempts to lead Florida teachers into the union movement.

FEA Executive Secretary Phil Constans, Jr., was given a standing ovation when he told convention delegates that FEA has never been stronger than it is at this moment.

Meanwhile, the NEA Executive Committee is considering lifting the statewide NEA sanctions and substituting sanctions on the 33 (of 67) Florida counties where hostile school boards are continuing to bar teachers.

REQUEST FOR NEA*SEARCH 1968 FORMS

To: NEA*SEARCH 1968
Department 80
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

☐ I'm a teacher or will be one by August. Please send me Form T.

☐ I'm recruiting teachers. Please send me _____ copies of Form V so I can list my vacancies and request a search of your file. (Each vacancy requires a separate Form V.) The name of school district is _____

My name is _____ Address _____
Street

City State ZIP Code

Cut here and mail

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television

(All times are Eastern)

Sharks—Wednesday, May 22, ABC-TV, 7:30 P.M. "The Undersea World of Jacques-Yves Cousteau" rebroadcasts its study of the life patterns of the shark.

Of Mice and Men—Wednesday, May 22, ABC-TV, 9 P.M. A television adaptation of John Steinbeck's novel.

The Big Little World of Roman Vishniac—Friday, May 24, NBC-TV, 7:30 P.M. Documents the life and work of the 70-year-old scientist-photographer of microscopic life.

A New Era in Medicine—Friday, May 24, NBC-TV, 10 P.M. "Tomorrow's World" studies advances in the war against disease.

New York Philharmonic Young People's Concert with Leonard Bernstein—Sunday, May 26, CBS-TV, 4:30 P.M. "Quiz Concert: How Musical Are You?"

Discovery '68 — Sundays, ABC-TV, 11:30 A.M., *May 26:* "Spanish California." *June 2:* "San Francisco: Harbor of Harbors, Bay of Bays." *June 9:* "Hawaii: Land of Volcanoes." *June 16:* "The Peace Corps."

Wild Kingdom—Sundays, NBC-TV, 7 P.M., *June 2:* "Voyage to Raza." *June 9:* "Exploring Llanos-Venezuela Plains." (Repeats)

It's a Dog's World—Tuesday, June 4, NBC-TV, 8 P.M. Lorne Greene narrates a whimsical documentary about dogs.

Justice For All?—Friday, June 7, NBC-TV, 10 P.M. Edwin Newman narrates a study asking whether the poor get equal justice.

You're in Love, Charley Brown—Monday, June 10, CBS-TV, 8:30 P.M.

Youth in Politics—Tuesday, June 11, CBS-TV, 10 P.M. A "Campaign '68" special.

The Art Game—Friday, June 14, NBC-TV, 8:30 P.M. Narrated by Edwin Newman and Aileen Saarinen.

Magazines

(June issues)

Family Circle—"Are We Raising a Generation of Spoiled Brats?" by Anne Landis; "What Every Parent Should Know About the Draft," by William Kuntsler.

Glamour—College Feature on student unrest.

Mademoiselle—Careers column. "Making a Federal Case Out of B.A.," in relation to jobs in government agencies, Voice of America, space flight, etc.; "Brandeis: Prodigy Comes of Age," by Lesley Aldrich; "On Campus: Evolution Not Revolution," by Betty Griesbaum, on Webster College.

Parents' Magazine—"America's Forgotten Children," by Senator Robert F. Kennedy; "A Child Needs To Like Himself," by Alice Loomer; "Inside an Integrated Classroom," by Judith Slater, teacher; "Is Juvenile Crime on the Rise?" by Stan Steiner; "The Computer Goes to First Grade," by Carolyn Leal.

Saturday Evening Post *(June 1)*—"Let Ghettos Run Their Own Schools" by Jonathan Kozol.

Saturday Review *(May 18)*—Paul Woodring discusses "Teaching It Like It Is"; Jerome S. Bruner writes on "Politics and Pedagogy"; and Paul Goodman discusses "Freedom and Learning: The Need for Choice."

Seventeen—"Teens Abroad: Who Gets To Go?" by Katherine Davis Fishman, American Field Service; "College and Careers Feature," by David Klein.

Woman's Day — "Pre-School Age Child: Let's Play a Game," by Nancy R. Julian, describes how games can teach children skills, develop manual dexterity, and show how to follow directions.

Wyoming Schools Short of Money

NEA Report Sees Need for Drastic Action

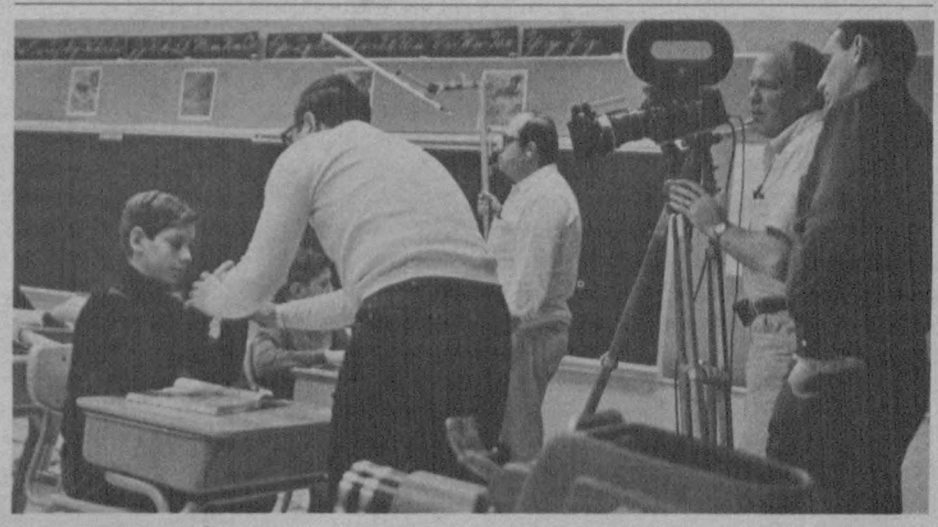
Many Wyoming school districts may have to take drastic action, including the curtailment of school programs, unless financial relief is found, an NEA report has stated. Such "educationally unsound" steps open to financially hobbled districts, the report of a preliminary study points out, might include: shortening the school year by maintaining a full program only until available funds are exhausted; eliminating some educational programs; or cutting back on services such as transportation, hot lunches, and health services.

Districts in Trouble

Two fiscally unsound approaches—deficit spending and borrowing money—also are possible alternatives for financially embarrassed districts, the report says. An estimated 29 of the state's 180 districts are already levying the maximum tax millage permitted by law, and 13 others are within two mills of the limit, the report notes. These districts, it warns, face serious trouble.

Especially frustrating to concerned school men in Wyoming, the three-member study committee reports, is the fact that an ample cash balance will be accumulated and lying unused in the Foundation Program Fund by July 1968. All that is needed is official authorization to appropriate the needed funds from present cash balances.

The report of the study, requested by the Wyoming Education Association, points optimistically to the "constructive attitude" of Wyoming officials, legislators, school people, and citizens in dealing with their school problems. It notes particularly that "the 1969 Legislature will have the opportunity of making significant strides forward in Wyoming public education." As a result, the team recommended against a full-scale investigation by NEA's Commission on Professional Rights and Responsibilities. (Although the study was not an official NEA-PR&R one, staff representatives of the Commission took part in the inquiry.)



Films Based on Series in NEA Journal

During the next four years Doubleday and Company expects to produce 40 films, 10 each year, adapted from the Unfinished Stories published in the *NEA Journal.* Five films were made in Colorado Springs this school year and are ready for distribution. The photo above shows a crew at work in the Jackson Elementary School in Colorado Springs. Each film depicts a situation in which a child is confronted with an ethical problem, but the resolution of the problem is left to the children. The films are appropriate for language arts or guidance instruction in the intermediate grades and the first year of junior high. The series has appeared in the *Journal* for the past five years.

Morse Says Bill Hits Roots of Problems

(Continued from page 2)

our children in the schools of our country. These are the problems which loom large in every community.

"What are they? Essentially, as with most problems, they are caused by unmet needs. They are caused by inadequate or unavailable financial resources for education. Many of our citizens feel that the special aids that have been given, valuable though they have been and are, nevertheless suffer from one drawback and that is that they necessarily import into our system of school support financial rigidities, and to an extent, cause a distortion in the pattern of financing.

"Because of this, it has been suggested that over and above, and in addition to, existing financial aids to schools and school children there is needed a flexible and massive program of general school aid. This the bill that I introduce today seeks to accomplish.

"It would provide beginning in fiscal year 1970 and extending through fiscal year 1974 two types of grants. The basic grant to each state would be in the amount of $100 times the number of children in the population group 5 to 17 in that state as a proportion of all children aged 5 to 17 in the United States.

"The cost annually of these basic grants is estimated to be $5 billion if fully appropriated.

"The second grant program contained in the bill consists of supplemental equalization grants. Here an additional factor is introduced into the formula. It consists of incorporating into the formula a resource index factor which takes into account the personal income per child in the states as a proportion of the personal income per child in all the states based upon an average of the three most recent consecutive years. The effect of the addition of the resource index factor is to channel the application of funds to a degree to those states of our nation which have the lowest personal income per capita.

"So much for the manner in which the funding of the program is determined. How is it proposed that the grants be used?

"Essentially, two purposes are set forth in the legislation. Fifty per cent of the money is earmarked for increasing teachers' salaries, the remainder being freely applicable for current expenditures, including expenditures for employing additional teachers and teacher aides, preschool and summer programs, and state educational expenditures.

"Here we see legislation based upon the theory that decisions for the expenditure of educational funds ought to be made at the local level and that money which comes from the federal treasury should be used to supplement state and local resources for schools.

"I am happy to introduce this bill today because, in my judgment, it will present a challenge and an opportunity to all who are interested in the education of our children. To stop for a moment and to look ahead on the path that must be traveled in the next few years, I would be less than candid—in view of the many factors that are currently operative in our economy—if I were to urge that the program be adopted tomorrow. But it is necessary for us to think about the problems that this bill is designed to cure today and tomorrow so that we may achieve a legislative solution to the pressing problems in the next session of the Congress.

"So as I introduce the bill I do so with the pledge that to the extent that lies within my power I shall do everything I can to assure that before this Congress adjourns sine die an opportunity will be given to the educational community to present testimony on the bill to suggest improvements to the language as introduced and to present to the Education Subcommittee their reaction to the ideas that are incorporated in this legislation."

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Florida Education Association	Florida Public Schools
• Idaho Education Association	Idaho Public Schools
• National Education Association	Florida Public Schools*
• New Jersey Education Association	State Board of Higher Education
• Ohio Education Association	Lorain City School District
• Oklahoma Education Association	Claremore Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Carlynton School District
• Pennsylvania State Education Assn.	Erie Public Schools
• Pennsylvania State Education Assn.	Palmerton Area School District
• Pennsylvania State Education Assn.	Pennsylvania Public Schools
• Pennsylvania State Education Assn.	West Mifflin School District
• Vermont Education Association	Fletcher Public Schools

*At press time, NEA's Executive Committee was considering lifting the statewide NEA sanctions and substituting sanctions on the Florida counties where school boards continue reprisals against some teachers who joined in the mass resignations.

Auto, Travel Risk Covered Via NEA Insurance Plan

NEA Accidental Death and Dismemberment Insurance covers members involved in automobile accidents—the cause of more than half of all accidental deaths in the nation, Earl C. Funderburk, chairman of the NEA Committee on Special Services, noted this month. Chairman Funderburk said he was quoting figures supplied by the Institute of Life Insurance, based on 1966 information.

"NEA's insurance coverage—for $19 a year—pays as much as $30,000 for a member who is dismembered or killed in this common type of accident," he pointed out. "The NEA program also offers coverage for the member's family—it will even cover dependent parents for an additional $6.75 a year."

Mr. Funderburk said he believes the NEA Accidental Death and Dismemberment Insurance plan is one of the cheapest ways to buy travel insurance because, in addition to the automobile protection, the plan provides a full year's coverage of up to $100,000 for death or dismemberment in any public conveyance, and up to $12,500 for death or dismemberment resulting from any other accident.

"Time for Planning"

"This time of the year—during vacation and travel planning—is the best time to think about this type of insurance," he said.

NEA Accidental Death and Dismemberment Insurance has these advantages also, he added:

- The coverage is around the clock and around the world (the only exceptions are in war zones and injuries self-inflicted or resulting as an operator of a private airplane)
- No medical examination is required, there is no age limitation, and a member may continue his policy if he leaves the profession, by fulfilling basic membership requirements
- Protection starts from the date of the postmark on a member's application.

The coupon at the top of this page is designed to bring members prompt information and an application form for the NEA Accidental Death and Dismemberment Insurance plans.

REQUEST FOR INFORMATION

TO: Special Services Division
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Please send me without obligation information about the following:

☐ **NEA Travel-Accident Insurance**

☐ **NEA Life Insurance** ☐ **NEA Tax-Sheltered Annuity Program**

Name ..... **Street** .....

City ..... **State** ..... **ZIP Code** .....

Cut here and mail

For information on the NEA MUTUAL FUND, write to:
Educators Fund Management Corp., Distributor
1101 17th Street, N.W., Washington, D.C. 20036

How Much Insurance Coverage Is Enough?

How much insurance should a family have? The NEA Reporter put this question to Arnold W. Wolpert, director of the NEA Special Services Division.

"There is no 10-second answer to this question," Dr. Wolpert replied. "One of the long-time rules of thumb—and a good one—is that the family should have insurance equal to four or five times the bread-winner's annual salary. However, a family's needs depend on a number of conditions: the earning potential of the spouse; the number, age, and needs of dependents; other assets that might be available. Most important of all is the standard of living desired for the surviving family and the number of years it must be maintained.

"To determine insurance needs, complete this outline:

PRESENT MONTHLY INCOME AFTER TAXES		$.....
LESS Reduction in Family Budget at Your Death AND Income from Social Security, etc.	$.....	
ADDED TOGETHER and SUBTRACTED from Monthly Income Above	$.....	→$.....
YIELDS: MONTHLY INSURANCE NEEDS		$.....

"After calculating the monthly insurance income needs of your family, locate that figure on the top line of the table below. Then run down the column until you have reached the number of years over which your family will need this amount of insurance—until the children are grown up, for example, or until a retirement plan would take effect.

"The figure your finger will be pointing to is the size of the insurance program you should aim for," Dr. Wolpert said.

NEA's insurance plans are carefully designed to help members in providing their families with sufficient coverage at modest cost, he added.

The coupon at the top of this page will bring members detailed information about NEA Life Insurance and other NEA Special Services programs.

AMOUNT OF INSURANCE NEEDED TO PROVIDE DESIRED MONTHLY INCOME

Number of years this monthly income is required	$100/mo	$200/mo	$300/mo	$400/mo	$500/mo
1	$ 1,189	$ 2,378	$ 3,567	$ 4,756	$ 5,945
3	3,498	6,995	10,493	13,991	17,490
5	5,718	11,435	17,153	22,870	28,590
10	10,893	21,786	32,680	43,573	54,465
15	15,576	31,153	46,729	62,305	77,880
18	17,094	34,188	51,282	68,376	85,470

Table based on compound interest at 2¾ percent.

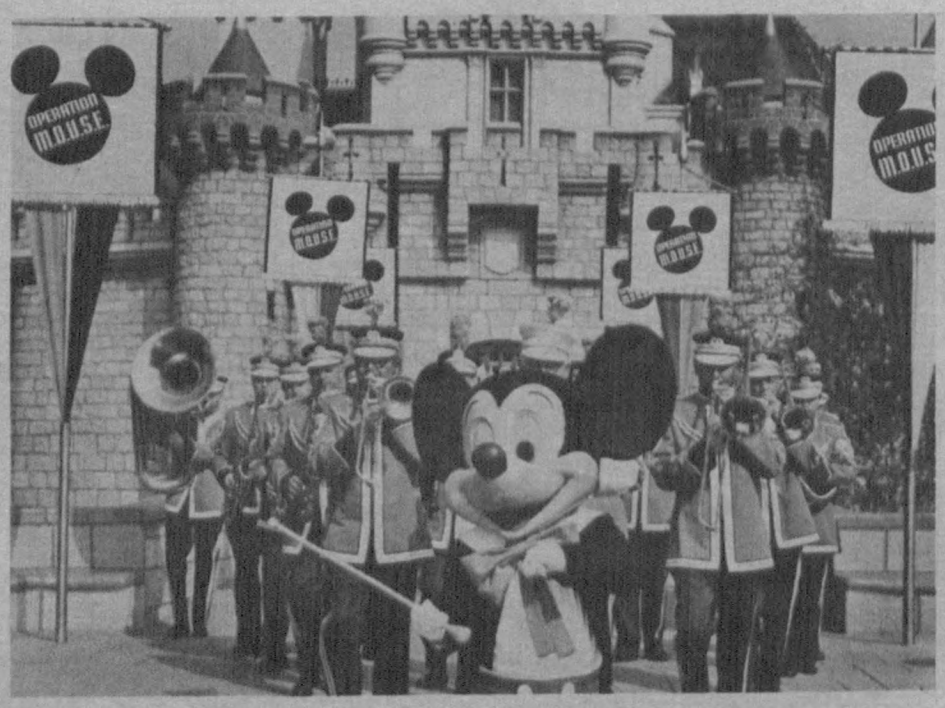
Local Association Negotiators Win NEA Insurance

A local education association in New York has negotiated a fringe benefit package for its members that includes board-of-education-paid insurance for all eligible teachers via the $21,500 Plan C of NEA Life Insurance. The package was negotiated by the Faculty Association of Central School District #3 in Montrose.

Ellsworth R. Johnson, chief negotiator for the association, reported that eligibility requirements for the insurance were stipulated both by the school district and by the association. The district specified that teachers must be on tenure to be eligible; the association specified membership in good standing.

NEA Special Services Division spokesmen said the Montrose package was a breakthrough in fringe benefit negotiation and predicted that this would be the first of many.

Southern California Entertainment/Travel Kit Offered



Special Services Package Open to California-Bound NEA Members

Disneyland—shown at left—is one of the many entertainment attractions available at a discount this summer to NEA members who travel in Southern California. The discount—offered through the Special Services Department of the Southern Section, California Teachers Association—also covers Marineland, Melodyland, Sea World, Hollywood Bowl, University City Movie Studio Tours, Greek Theatre, and many others.

Members who subscribe for the service (cost—$9) receive a discount card good at selected hotels and motels, chiefly in the California area. A directory of these facilities is sent to every subscriber. Further, the $9 subscription includes three Rand McNally illustrated guidebooks: a *Vacation Guide to the United States, Canada, and Mexico,* a *Road Atlas and Travel Guide,* and a *National Parks Guide.*

Finally, subscribers to the Southern California Entertainment/Travel Kit receive a purchasing directory of stores and wholesale showrooms in Southern California that sell at a discount to teachers. By showing the Special Services Discount Card, which is included, members get discounts on items ranging from cameras and film to fashionable selections of California dress and suit designers.

The coupon at left may be used to order the Entertainment/Travel Kit.

Cut here and mail to California

ORDER FORM—CALIFORNIA ENTERTAINMENT/TRAVEL KIT

TO: California Teachers Association—SS
Special Services Department
1125 West 6th Street
Los Angeles, California 90017

Date .....

Please send me one California Entertainment/Travel Kit. Enclosed is $9 (make check payable to: California Teachers Association—Southern Section).

Name ..... **NEA member?** .....

Address ..... **State assn. member?** .....

City .....

State ..... **ZIP Code** .....

Cut here and mail to California

NEA Membership Tops One Million For the Second Consecutive Year

Spurred on By Michigan, Total Hits 1,081,660

Under the impetus of unification in Michigan, and with significant gains in many other states, NEA membership went well over a million for the second consecutive year. It surged to a new high of 1,081,660 at the end of the enrollment year, May 31.

A total of 53,204 more members were enrolled than in 1966-67, a gain of 5.2 percent. It is the greatest numerical gain of any recent NEA membership year and the tenth consecutive year of substantial membership growth.

"This indication of confidence in the NEA is very gratifying," said NEA Executive Secretary Sam M. Lambert. "We must now move rapidly to unify our efforts at every level."

In addition to Michigan, where 65,302 members enrolled for a gain of 31,098 (an increase of 90.9 percent), high percentage increases occurred in Rhode Island (90.2 percent), Louisiana (23.0 percent), Hawaii (15.2 percent), Delaware (13.9 percent), and South Carolina (12.7 percent). Sixteen states exceeded the national gain of 5.2 percent, while 42 enrollment areas passed their last year's membership total.

A state-by-state breakdown of NEA membership appears on page 4.

States making big numerical gains included Texas, with an increase of 4,231, and Washington, with an increase of 2,837. Ten other states—South Carolina, New York, Massachusetts, Florida, Minnesota, Pennsylvania, Ohio, Virginia, Indiana, and Wisconsin—had increases of more than 1,000 members.

Among the unified states, where the number of NEA members equals the number of state association members, all gained except one. The gainers were: Oregon, Hawaii, Montana, Nevada, Washington, West Virginia, Arizona, and Michigan. Traditionally high enrollment states, such as Iowa, Kansas, Maryland, New Mexico, Tennessee, and Utah, continued to gain.

Teachers in many urban areas enrolled in greater numbers this year. In the West, these areas included Phoenix, Scottsdale, San Diego, Pasadena, Stockton, Denver, and Seattle. Midwest cities demonstrating considerable gains included Evansville, Indianapolis, Des Moines, Kansas City (Kans.), Louisville, Flint, Grand Rapids, Lansing, Livonia, Saginaw, Minneapolis and St. Paul, Lincoln, Akron, Dayton, Cleveland, and Racine.

Gaining cities in the East included

(See MEMBERSHIP, page 4)

Annual Convention, NEA, Dallas, July 1-6.

Representative Assembly, Association of Classroom Teachers, Dallas, June 30-July 1; other departments, July 1-2.

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 7, NO. 6 JUNE 14, 1968 WASHINGTON, D.C.

NEA Reorganizes Its Staff To Provide More Services

Cecil J. Hannan

Allan M. West

Move Up to Associate Executive Secretary Level

Glen E. Robinson

Margaret Stevenson

Move Up to Assistant Executive Secretary Level

More Posts Added at Cabinet Level

NEA has reorganized its staff to provide expanded services to members and affiliates, to streamline staff administration, and to expand its activities on behalf of human rights.

The major reorganization—approved by the NEA Executive Committee on May 11—adds four additional NEA cabinet-level posts, expanding the number from eight to 12.

The reorganization establishes two positions of associate executive secretary. Promoted to these posts are Cecil J. Hannan, assistant executive secretary for professional development and welfare; and Allan M. West, assistant executive secretary for field operations and urban services.

Mr. West will be responsible, under the new structure, for internal administrative policy affecting legislation, professional development and instructional services, communications and public relations, and the newly created center for human rights.

The regional field offices, under Dr. Hannan, will be increased from eight to 11, bringing NEA closer to its members in all sections of the nation. Three new regional offices will cover states in the Northwest (from Seattle), Mid-Central (from Kansas City, Missouri), and Mid-Atlantic (from Washington, D.C.).

The Association of Classroom Teachers will coordinate staff operations for the NEA through Dr. Hannan.

Elevated to assistant executive secretary level are Margaret Stevenson, executive secretary of the Association of Classroom Teachers; and Glen E. Robinson, director of the NEA Research Division. As yet unfilled are two other newly created posts: an assistant executive secretary for economic services and an assistant executive secretary for human rights.

The streamlined structure is tailored to meet more effectively the complex problems of the Association and of the education community, Executive Secretary Sam M. Lambert said. "The nation's largest professional organization has to change to keep itself viable, fast-moving, and aggressive,"

(See NEA REORGANIZATION, page 4)

Oklahoma Teachers Impose Statewide Sanctions Again

Oklahoma has become the first state in the union to have twice come under statewide sanction by its teachers. Last month, the Oklahoma Education Association imposed sanctions for the second time in three years, charging that the governor and certain members of the state legislature had failed to provide an adequate program of education for children and youth.

The sanctions will continue in effect, OEA said, until such time as the OEA Board of Directors believes that satisfactory progress has been made in the financing of schools, that there has been enacted a more adequate teacher retirement program, and that the needs of higher educa-

(See OKLAHOMA SANCTIONS, page 3, col. 1)

Oakland (Calif.) Teachers Plan To Stay Out in Fall Unless Situation Improves

Teachers in Oakland, California, have decided to withdraw their services next September if improvements are not made in school quality, student discipline, and teacher salaries. At a mass meeting of the Oakland Education Association on May 15, members voted to impose sanctions against the board of education of the Oakland Unified School District and the community of Oakland. If mediation attempts fail and the recommendations of an investigative report are not followed, OEA will ask the California Teachers Association and NEA to invoke sanctions too.

Earlier, on May 3, about 1,800 of the 2,600 teachers in Oakland stayed out of school on a "Frustration Friday" protest to dramatize the city's school problems.

The May 15 sanction action was taken, OEA officials said, because of three conditions on which the school board has refused to negotiate:

- There are inadequate learning opportunities for children in many of Oakland's public schools.
- Oakland public schools are unsafe for children and teachers because of riots and disorder.
- Teachers' salaries in the Oakland public schools are inadequate.

CTA-NEA Investigation

On May 23, a joint investigative report by the California Teachers Association and NEA backed OEA's assertions. The report, titled "A Community in Transition with a School System Too Slowly Adapting," said the Oakland system must recognize that its successful educational program of the 1930's fails to meet today's needs. The report recommends that the school administration indicate clearly to everyone its belief that, as one Oakland citizen put it, "education of poor kids is really important."

The CTA-NEA report further recommends that the school board foster increasingly meaningful discussion between teachers and the board and administration. "No present-day school system," the report says, "can operate efficiently unless its teachers are recognized as adult, professional people, important enough to be listened to with respect and to be encouraged to share their ideas, their experience, and their creative abilities."

NEA Locals Win 4 of 6 In Balloting

NEA affiliates have won four and lost two recent representation elections. Teachers of Binghamton, New York, voted in a representation election in May with the following results: Binghamton Teachers Association, 334; union, 271. One person voted for neither organization, 81 did not vote, and 10 votes were challenged.

In an election in Oceanside, Long Island, the association won with 254 votes to the union's 222.

The Struthers (Ohio) Education Association defeated the local teachers union 65 to 59 in a representation election in mid-May, reversing a pro-union vote of 66 to 53 last year.

In April, an election was held in Wellston, Ohio, in which the Wellston Education Association defeated a union group 42-32, with all but 4 eligible teachers voting.

The run-off election between the Pittsburgh Teachers Education Association and the Pittsburgh Federation of Teachers was held May 23 with the following results: PFT—1,772; PTEA—1,590. The margin was 182 votes. The federation received 119 more votes than it had in the first election in April, while the association received 85 less. The association had a 22-vote plurality in the first election but lacked 20 votes for a majority.

Teachers in Toledo, Ohio, voted recently with the following results: union, 1,217; association, 966; neither, 12; challenged, 4; and voided ballots, 3.

Cuts in Bilingual Education Opposed

Senator **Ralph W. Yarborough** (D-Tex.) (second from left, above) receives a standing ovation from the 621 delegates to the emergency convocation convened by the NEA and five of its affiliates in El Paso, Texas, May 12-13. Left to right above are Texas State Senator **Joseph Bernal;** Senator Yarborough; **Monroe Sweetland,** legislative consultant for the Western states, NEA Legislative Commission; and **Noah Lee, Jr.,** NEA regional field office representative for the Southwest.

Campaign Under Way for More Bilingual Education

A campaign has been launched by NEA and five of its state affiliates in the Southwest to expand bilingual education beyond "more tokenism" in America's public schools. The associations co-sponsored an emergency convocation in mid-May in El Paso, Texas, with 621 delegates attending.

Goal of the campaign is to defeat efforts to cut the new Bilingual Education Act down to a $5 million program next year and to encourage full appropriation of the $30 million effort as authorized by Congress.

The delegates unanimously approved a resolution introduced by the California delegation, pledging an intensive political and public relations drive against the proposed "emasculation of legislation which offers 5.5 million Spanish-speaking Americans their first real opportunity to enter the mainstream of the nation's life."

The resolution declared that "bilingual education is currently being provided on a very minimal basis to a relatively few children in relation to the total problem." It said "vigorous federal financial support is necessary because state and local governments are unable to adequately provide the financing necessary for the kind of bilingual education which is so badly needed."

The convocation was organized by the NEA Legislative Commission. It was co-sponsored by the state associations of California, Texas, Colorado, New Mexico, and Arizona. It will be followed by a series of local conferences—all stressing the need for full funding of the bilingual act.

Speakers at the convocation included Sen. Ralph W. Yarborough (D-Tex.), ranking member of the Senate Education Committee and author of the bilingual act, who reviewed the key statistics of the problem; Armando Rodriguez, chief of the Mexican-American Affairs Unit of the U.S. Office of Education; NEA President Braulio Alonso; Grant Sawyer, former governor of Nevada and legal counsel to the Education Commission of the States; Stanley J. McFarland, assistant to NEA's assistant executive secretary for legislation and federal relations; and Maria Urquides, presently NEA director for Arizona and dean of girls at Pueblo High School, Tucson.

Over 8,000 Health, Phys Ed Teachers Convene; Women's Intercollegiate Athletic Schedule Set

Curriculum innovation and improvement were priority topics when more than 8,000 health, recreation, and physical education personnel met this spring in St. Louis for the 83rd anniversary convention of the American Association for Health, Physical Education, and Recreation.

Topics discussed at 266 sessions included outdoor education for the inner city; automated instruction in sports skills; teaching about drug abuse; a systems approach to health education; physical education for the mentally retarded child; and the school nurse's role on the health team.

In an address to the conferees, Elizabeth Hendryson, president of the National Congress of Parents and Teachers, said the goals of the PTA program for continuous health supervision are to increase parents' awareness of the importance and value of having regular periodic medical and dental check-ups for their children, to encourage a close relationship of parents and children with their family physician and dentist; to increase parents' knowledge of the community's health resources; and to support and improve health education programs in the schools. Mrs. Hendryson received one of the 11 awards and citations presented during the convention.

Four school nurses from across the nation were also honored with the presentation of the 1967 Schering School Nurse Awards. Next year this will be a joint award by the AAHPER and the Schering Corporation.

A two-year schedule of the first National Intercollegiate Athletic Championships for Women was announced recently by the Commission on Intercollegiate Athletics for Women. The commission, which began operation last September, was formed by the Division of Girls' and Women's Sports of the American Association for Health, Physical Education, and Recreation, an NEA department.

High-level collegiate competition for women is expected to lead to better individual and team results in the World University Games and eventually to improved performance by women participating in the Olympics, Katherine Ley, commission chairman, said in announcing the schedule.

The first events will be a gymnastics meet at Springfield (Mass.) College in March 1969 and a track and field meet at Southwest Texas State College in May 1969.

NEA REPORTER

Published monthly except August (two issues in October) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C 20036.

Telephone Area Code 202, 223-9400

Braulio Alonso .....President
Sam M. Lambert....Executive Secretary
John D. Sullivan ..Assistant Executive Secretary for Communications and Public Relations

* * * *

Prepared by the NEA Journal Division:

Mildred S. Fenner .....Editor
Walter A. Graves ....Associate Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce....Editorial Associate

Send news items to: Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 60 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

Committee Urges New Hampshire To Act Now

OKLAHOMA SANCTIONS . . .

(Continued from page 1)

tion in the state have more nearly been met.

OEA said it was dissatisfied with the progress made during the 1968 state legislative session. It specifically objected to Gov. Dewey Bartlett's vetoes of a foundation aid bill and an OEA-sponsored retirement bill, and to the fact that higher education received an increase of only $6 million from the legislature.

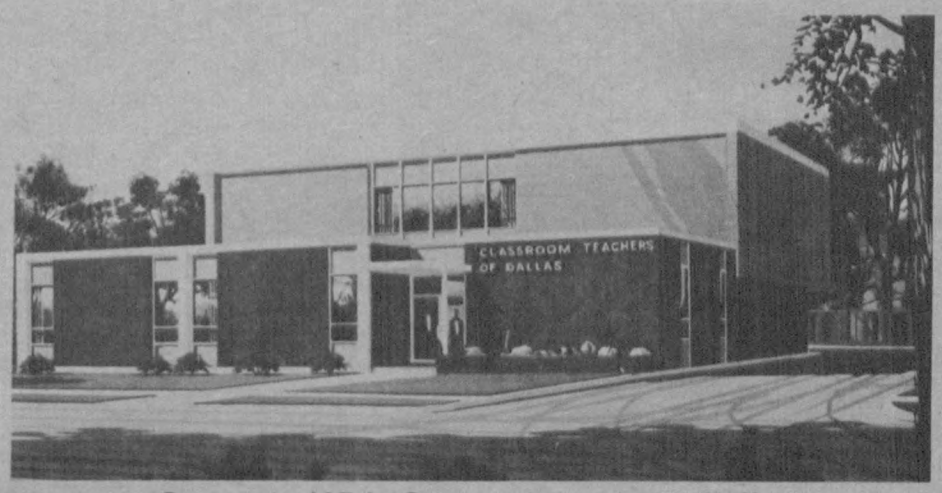
OEA did not, as it did three years ago, ask for NEA sanctions. OEA said that "it will continue in readiness either to adopt more severe courses of action designed to effect improvements in educational conditions or to withdraw the sanctions already imposed, should improvements . . . be achieved."

In March, a revaluation committee set up by NEA's Professional Rights and Responsibilities Commission issued a report stating that the school situation in Oklahoma "has not changed appreciably in the past three years" and that the recommendations made then by the PR&R investigating committee are still pertinent today.

The revaluation committee urged the governor to exercise his executive power and leadership to unite rather than divide the forces for educational improvements in the state. It further urged the governor and the legislature to make a concentrated, bipartisan effort to improve the schools and to stop using the problems of the schools for political advantage.

OEA first invoked statewide sanctions in March 1965 after an NEA PR&R report called the state "subminimal . . . in almost every area of the school program." NEA sanctions followed in May 1965.

OEA and NEA sanctions were lifted in September 1965 after Oklahoma voters, by a 2 to 1 margin, approved a constitutional amendment making it possible for local school districts to increase their school-support levies. At the time, NEA Executive Secretary William G. Carr pointed out that all of the educational problems of Oklahoma were not solved, but he expressed the hope that "educational gains achieved this summer will continue to gain momentum, and that all forces in Oklahoma will now unite to elevate the quality of Oklahoma education."



Open to NEA Conventioneers in Dallas

The Classroom Teachers of Dallas have extended an invitation to all NEA Conventioneers to visit the CTD Building (above) during their stay in Dallas. The headquarters was completed last summer and is the first building in Texas to be built, owned, and operated by a local association. The CTD office is located at 3816 San Jacinto Street and is open from 8:30 A.M. to 4:30 P.M. The NEA Convention begins July 1 and adjourns July 6. The Representative Assembly of the Association of Classroom Teachers meets June 30-July 1.

SALARY DEVELOPMENTS

Gains Exceeding 12 Percent Seen In Many Starting Salary Schedules

Increases of 12 percent or more in beginning salaries for 1968-69 have already been won by teachers in a number of school systems. One of the highest reported is in Bloomfield Hills, Mich., where teachers have received an increase of 20.7 percent at the beginning step for a bachelor's degree, going from $5,675 in 1967-68 to $6,850 for the coming school year, 1968-69.

Other substantial increases for beginning teachers with bachelor's degrees have been won by teachers in Chicago (16.7 percent), Milwaukee (16.2 percent), Chesapeake, Va. (15.4 percent), Rochester, N.Y. (15.3 percent), Pinellas County, Fla. (14.8 percent), and Golden Valley, Minn. (14.5 percent).

These are just a few of the larger increases which have come to the attention of the NEA Research Division as it began an analysis of more than 2,000 salary schedules for 1968-69. No doubt there will be many more increases as large, or even larger.

Not all of the substantial increases found so far are among the high-salaried school systems—an indication that teachers are making progress in improving their economic status in areas where salaries of teachers and other professional employees have been relatively low. For example, Berkeley County (Martinsburg), W.Va., teachers have won an increase of 13 percent at the bachelor's degree minimum for the coming school year, going from $4,867 to $5,500. Between 1966-67 and 1967-68, only a 5.4 percent increase at the minimum was granted by this system.

Among districts which have already adopted new schedules for 1968-69, Bronxville, N.Y., will have a minimum beginning salary of $7,200; Chicago, $7,000; Detroit, $7,500; Manhasset, N.Y., $7,100; Milwaukee, $6,800; and Bloomfield Hills, $6,850. All of these represent substantial increases over salaries which were in effect in September 1967. Several New York districts have already adopted minimums of $6,800. Among them are Pelham, Merrick #25 Elementary, Floral Park, Rochester, and Scarsdale.

Report Calls for Special Session Of Legislature To Aid Schools

Action must be taken now if unequal educational opportunity and inadequate educational programs are to end in New Hampshire, a special investigating committee reported last month. The committee—named by NEA and the New Hampshire Education Association—recommended that the governor call the state legislature into special session during the summer of 1968 "for the sole purpose of creating a modern structure of state taxation which will supply adequate state financial support to the public schools of New Hampshire."

The committee recommended that the legislature, during its special session, establish a new and more broadly based tax structure. "New Hampshire remains the only state in the nation that has failed to draw on broad-based tax sources that would be responsive to economic growth," the committee said.

The committee also scotched the myth that New Hampshire is too poor to afford quality education. In fact, the committee said, the state ranks 13th in personal income per pupil, 17th in per capita retail sales, and third in percent of industrial employment. Within the past three years, the committee added, New Hampshire's industries have increased at rates substantially higher than the nation as a whole, and deposits in state savings banks have increased at a rate higher than the average for New England or for the nation.

Thus, the committee concluded, "there can be little question that New Hampshire has the ability to finance a superior quality of public education. The question is: How close must the state come to fiscal chaos and educational bankruptcy before it is willing to use this growing ability in its own best interests?"

The committee also called for a stronger state board of education and state department of education. And it urged the adoption of legislation to affirm the right of teachers to engage in professional negotiation. The committee urged the New Hampshire Education Association to "immediately institute a special legislative action campaign" and to "assist local affiliates to organize themselves politically in support of constructive educational issues and of political candidates with a demonstrated commitment to public education."

In its report, published by the NEA Professional Rights and Responsibilities Commission, the committee concludes that "the state must act immediately to forestall further erosion of the quality of its elementary and secondary education system—and consequent damage to its own social structure and economic well-being."

Topic: 'College Students vs. Faculty, Administration' Place: '68 National Conference on Higher Education

Speakers at the 23rd National Conference on Higher Education in Chicago this spring used the conference theme "Stress and Campus Response" as a springboard for discussing society's ills and the academic community's responsibility to help solve them. They said that higher education needs to put its own house in order and that the present reward system and distribution of power in higher education acts to block the coordinated action needed to meet present and future needs.

The conference is sponsored by the American Association for Higher Education, an NEA department.

Speakers disagreed on the question: What is the real danger in student militancy? Unbridled demands for freedom by students and some faculty members are anti-intellectual, morally irresponsible, and threaten the university's existence, said Alexander Grendon of Donner Laboratory, University of California at Berkeley. And colleges have been irresponsible in giving in to rebels' demands, he added.

Richard Axen, San Francisco State College, said the real threat is "emotional, irrational, and authoritarian over-reaction" by administrators and others. Students have exposed fundamental flaws in society and the academic establishment, he said. He criticized colleges for trying to repress students instead of correcting conditions "that have fostered legitimate student grievances."

Andrew M. Greeley, University of Chicago, noted an increase in "moral consciousness" among college students.

In a strongly worded resolution adopted at the conference, AAHE has called for a massive effort by colleges and universities to aid America's disadvantaged citizens. Three categories of action were suggested:

- Extending the classroom into the community of the disadvantaged
- Influencing state or private policy to establish units of junior and four-year colleges near the people to be served
- Encouraging interdisciplinary research to find ways to eliminate the circumstances that cause people to be disadvantaged.

Robert Keller, dean of the School of Education, University of Minnesota, has recently been elected vice-president, president-elect of AAHE. Also elected to serve three-year terms on the AAHE Executive Committee are Paul Dressel, Michigan State University; Jane Torrey, Connecticut College; and W. Max Wise, Teachers College, Columbia University.

Membership Tops One Million

NEA President (from Florida) Previews Florida Unification

NEA President **Braulio Alonso** (right) takes an early look at the certificate naming Florida as a unified state. A plaque made from the certificate will be presented during the NEA Convention in Dallas this summer. Holding the certificate is **John H. Starie,** director of the NEA Division of Affiliates and Membership.

(Continued from page 1, col. 1)

Philadelphia, Pittsburgh, Providence, Rochester, Jersey City, Boston, Springfield, and Worcester, as well as the urban Maryland counties of Anne Arundel, Baltimore, Montgomery, and Prince Georges. Urban gains in the South occurred in Virginia, in Fairfax County, Newport News, Norfolk, and Virginia Beach; in Georgia, in Atlanta, Cobb County, Muscogee County, and Richmond County; in Louisiana, in Shreveport, Calcasieu Parish, New Orleans, and Rapides Parish; Jackson, Mississippi; Columbia, South Carolina; and in Texas, Austin, Fort Worth, Houston, San Antonio, and Yselta.

Significant in the membership picture this year is the spread of unification. State associations which have acted this year to unify membership in September 1968 include New Mexico, Wyoming, Kentucky, and Alaska. Unifying in September 1969 will be Florida, Minnesota, and the Overseas Education Association. Massachusetts, Rhode Island, Maine, Delaware, and Utah are expected to ratify unification this year.

Altogether, 28 state associations have either unified or committed themselves to it. In addition to state associations, several hundred local associations have signed agreements to unify with NEA.

Audiovisual Instruction Sessions Televised at Houston Convention

All general sessions of the annual convention of the NEA Department of Audiovisual Instruction in Houston in March were televised over the city's educational television station KUHT, enabling teachers and others in the area to see and hear the top speakers. Theme of the professional program was "Media and the Learning Process."

Congressman John Brademas (D-Ind.) told delegates of recent progress by textbook publishers in producing readers that are more meaningful to ghetto school children. "But where," he asked, "are the parallel efforts to provide realistic pictures of American life through audiovisual materials?"

Congressman Brademas urged closer contacts between educators, Congress, and producers of audiovisual equipment and materials.

Among other distinguished speakers were Robert M. Gagne, University of California, Berkeley; Bruce R. Joyce, Teachers College, Columbia University; Madeline Hunter, University of California, Los Angeles; Ole Sand, director of NEA's Center for the Study of Instruction; and Robert H. Anderson, Harvard University. More than 200 persons spoke or made reports. Convention registration totaled 6,700, a record attendance. There were 483 instructional media exhibits in the DAVI exposition.

NEA Membership by States

State or Other Enrollment Area	May 31 1968 Total	Increase or Decrease over May 31, 1967 in NEA Members Total	Percent
Alabama	21,388	−1,300	−5.7
Alaska	2,470	43	1.8
Arizona	14,381	307	2.2
Arkansas	10,304	−157	−1.5
California	83,716	−701	−0.83
Colorado	16,122	765	4.9
Connecticut	9,801	729	8.0
Delaware	3,101	378	13.9
District of Columbia	2,325	−1,111	−32.3
Florida	33,359	1,435	4.5
Georgia	25,528	−768	−2.9
Hawaii	6,926	912	15.2
Idaho	7,152	−22	−0.3
Illinois	40,772	−298	−0.7
Indiana	32,833	1,104	3.5
Iowa	27,296	862	3.3
Kansas	25,960	256	0.9
Kentucky	23,346	−2,155	−8.5
Louisiana	4,389	822	23.0
Maine	6,900	146	2.2
Maryland	23,132	588	2.6
Massachusetts	16,696	1,400	9.1
Michigan	65,302	31,098	90.9
Minnesota	22,510	1,436	6.8
Mississippi	6,124	293	5.0
Missouri	29,354	468	1.6
Montana	7,350	25	0.3
Nebraska	11,436	761	7.1
Nevada	4,811	307	6.8
New Hampshire	3,883	255	7.0
New Jersey	29,199	650	2.3
New Mexico	9,838	21	0.2
New York (State)	33,729	1,575	4.9
New York City	911	−654	−41.8
North Carolina	34,751	−1,483	−4.1
North Dakota	5,076	−255	−4.8
Ohio	52,051	1,210	2.4
Oklahoma	18,867	−47	−0.2
Oregon	20,907	251	1.2
Pennsylvania	64,038	1,405	2.2
Puerto Rico	3,025	32	1.1
Rhode Island	1,491	707	90.2
South Carolina	15,967	1,804	12.7
South Dakota	5,104	71	1.4
Tennessee	30,248	501	1.7
Texas	49,285	4,231	9.4
Utah	11,153	71	0.6
Vermont	2,207	33	1.5
Virginia	26,286	1,182	4.7
Washington	36,532	2,837	8.4
West Virginia	17,465	53	0.3
Wisconsin	17,318	1,092	6.7
Wyoming	3,764	−143	−3.7
Overseas Dep. Schools	2,684	125	4.9
Foreign and Others	1,097	57	5.5
Total	1,081,660	53,204	5.2

NEA REORGANIZATION . .

(Continued from page 1)

he said, "in order to provide imaginative programs and services to teachers during the crucial years ahead."

The 12-member NEA cabinet, under the reorganization, is now made up of:

- Executive Secretary Lambert and Deputy Executive Secretary Lyle W. Ashby
- The two associate executive secretaries, Dr. Hannan and Mr. West
- Eight assistant executive secretaries: John M. Lumley (for legislation), Lawrence G. Derthick (for professional development and instructional services), John D. Sullivan (for communications and public relations), Richard E. Carpenter (for business services), Dr. Robinson (for research), Miss Stevenson (as executive secretary, Association of Classroom Teachers), and the two unfilled posts (for economic services and for human rights).

NAMES IN THE NEWS

Frank M. Hughes, executive secretary of the Georgia Education Association for 12 years, retired from that post and became executive secretary emeritus of the GEA on June 1. . . . **Donald W. Shanor,** acting executive secretary of the Wyoming Education Association since 1967, has been named executive secretary of the association. . . . The Pennsylvania State Education Association has announced the resignation of **Ralph C. Swan,** executive secretary since 1963. **A. Clair Moser,** PSEA's associate executive secretary for the past 12 years, has been named acting executive secretary. . . . **Joseph L. Davis,** assistant superintendent for special services of the Columbus Public School System, is new president-elect of the National School Public Relations Association. He takes office in July, when **Jerome Kovalcik,** assistant superintendent, educational information services and public relations, New York City Public Schools, becomes president. . . . **Florence Mason,** an elementary school teacher of Manistee, Michigan, has received the 1968 Distinguished Service Award of the Michigan Association of Classroom Teachers, the highest recognition a classroom teacher can receive in that state. Mrs. Mason is a former president and secretary of MACT. . . . The Overseas Education Association presented its 1968 School Bell Award to Senator **Wayne Morse** (D-Oreg.) for "courageous and outstanding leadership in the Senate and especially in recognition of your sponsorship of the Elementary and Secondary Education Act of 1965, and more recently the $6 billion general education assistance bill." The award was voted by delegates to the OEA convention in Wiesbaden, Germany, in May. . . . **Elbie L. Gann,** executive secretary of the Colorado Education Association, has resigned, effective August 31, to become president of Colorado Mountain College in Glenwood Springs and Leadville. . . . Newly elected chairman of the NEA Legislative Commission for 1968-69 is **Frances Carnochan,** guidance counselor, Trenton (N.J.) Central High School; new vice-chairman of the commission is **Josephine Sawaia,** chairman of the department of business education, Scottsdale (Ariz.) High School. The new officers take over their duties after the NEA Convention in Dallas. . . . New officers for 1968 of the NEA Department of Elementary School Principals are president-elect, **Andrew Mitchell,** Nev.; and vice-president, **Anna Rockhill,** N.Y. . . . NEA President **Braulio Alonso** was awarded an honorary Doctor of Education degree at Findley College, Ohio, early this month. . . . **Philip G. King** is the newly appointed director of the NEA Division of Press, Radio, and Television Relations. Mr. King comes to the position from NEA's New York City Editorial Information Center, where he has served as the center's manager for the past three years . . . **Leslee Bishop,** who completes his term as executive secretary of the Association for Supervision and Curriculum Development on July 31, has accepted a position as professor of education in the Department of Curriculum and Teaching at the University of Georgia. . . . **Leland Bradford,** National Training Laboratories Institute, was granted the honorary degree of Doctor of Humane Letters by Boston University at its commencement exercises this spring. . . . **Olive Mason,** president of the Jackson County (W.Va.) Education Association, has received the first annual Mary Titus Award for Professional Courage. The award, presented by the West Va. Classroom Teachers Association, is

(See NAMES IN THE NEWS, page 8)

Involve Disadvantaged Youth In Scientific Projects, Humphrey Urges Teachers

Provide more opportunities for disadvantaged teen-agers to work on scientific projects and make the public aware of the role of science in reaching our national goals, Vice President Hubert H. Humphrey told science educators in an address opening their national convention, March 29-April 2 in Washington, D.C. Nearly 7,000 participants registered for the 16th annual convention of the National Science Teachers Association.

Other major speakers during the convention of the NEA department were Jacob Bronowski, senior fellow at the Salk Institute for Biological Studies, San Diego; George Wald, professor of biology, Harvard University, and 1967 Nobel Laureate; and Philip Morrison, professor of physics, Massachusetts Institute of Technology. Convention theme was "Science: The New Humanism."

Convention registrants had an opportunity to view 88 closed-circuit television broadcasts, visit government agencies and laboratories in the Washington area, and preview modern educational materials and equipment.

During the convention Robert H. Carleton, NSTA executive secretary, was awarded the Citation for Distinguished Service to Science Education, the association's highest honor. Mr. Carleton, who has been NSTA executive secretary for 20 years, received the tribute for his professional vision and for his devotion to science teaching.

Painting of Striking Teachers Sold for DuShane Fund

Alan Evry, art teacher in the Wheaton (Maryland) High School, has sold almost 400 reproductions of his colorful "groundhog" painting (above) with proceeds over cost going to the NEA DuShane Fund for Teacher Rights. The painting shows members of the Montgomery County Education Association on strike February 2—the first such action in the county's history. Because this date coincided with Groundhog Day, "the teacher saw his shadow," Mr. Evry says in explaining the descriptive title for his painting. Full color reproductions, 11½" x 22", are available for $3 in Montgomery County and $3.75 elsewhere (includes postage and handling) from Judy Tarr, Public Relations Committee, MCEA, 101 W. Jefferson St., Rockville, Md. 20850. Direct contributions to the DuShane Fund may be sent to NEA Center (make checks payable to "National Education Association").

Association Action in the States and Overseas

Strike in Rochester, N.Y., Averted by Added Funding

A firm stance by the Rochester (New York) Teachers Assocjation brought an added $2.6 million to the city's school budget late last month. RTA had announced that it would call a teachers' strike unless the city council changed its mind on threatened cuts in the budget. The council agreed to restore the funds, bringing the school budget to $54.4 million, and the strike was averted.

NEA Will Begin Inquiry on Displaced Georgia Educators

NEA will conduct a preliminary legal inquiry of complaints that Negro teachers and administrators are being displaced in Georgia's desegregated schools. NEA Executive Secretary Sam M. Lambert told newsmen in Atlanta on May 28 that the investigation will be conducted in response to a request by Horace E. Tate, executive secretary of the predominantly Negro Georgia Teachers and Education Association.

Dr. Lambert said a team of NEA and GTEA lawyers will probe charges that Negro principals and teachers are being displaced in large numbers through desegregation of schools. "The purpose of the preliminary inquiry is to see if the evidence available justifies a statewide investigation, court action on specific cases, or both," he explained.

New Schedule Approved for Overseas Teacher Salaries

The salary schedule for Department of Defense overseas teachers for the 1968-69 school year has been approved. The schedule is based on data supplied by the NEA Research Division. Teachers with the B.A. degree, who are required to have at least two years of experience, are started at step 3, which is $6,195, progressing in ten additional steps to $8,595. Master's degree teachers begin at step 3 at $6,785 and reach $9,700 in 11 steps.

The overseas teachers' back pay suit is expected to be heard in the U.S. District Court of Eastern Virginia in the near future. The 3,000 teachers who were party to the previous case before the U.S. Court of Claims and who are expressly excluded from the Virginia case should communicate with Mr. Earl Berger, 16 Rue Chauveau, Neuilly s/Seine (92), Paris, France, giving their present and permanent addresses so that their interest in the back pay suit may be protected.

New Mexico Special Session Yields First Step for Schools

A special legislative session in New Mexico—urged by the state education association—has resulted in passage of a bill permitting school districts to tax citizens for school purposes. Prior to passage of the bill, school boards in the state could not raise revenue.

The New Mexico Education Association called the bill "a first step" toward a statewide foundation program. That program will be considered when the legislature holds its regular session in January 1969.

Mobile, Alabama, Educators Merge Their Associations

Educators in Mobile, Alabama, have merged their education associations into a single, all-inclusive organization. NEA President Braulio Alonso and NEA Executive Secretary Sam M. Lambert sent a joint telegram to the presidents of the two associations saying that "this historic step will have far-reaching and beneficial effects for the education of the children of Mobile County and for the advancement of the teaching profession. Your actions illustrate the true spirit of professionalism and again demonstrate that professionals can work together for common causes and can lead the way in better relations among all men."

Mathematics Teachers Plan Five Meetings During Fall

Five meetings are being planned by the National Council of Teachers of Mathematics during the early months of the 1968-69 school year: in Cedar Rapids, Iowa, August 21-24; Corpus Christi, Texas, October 17-19; Pittsburgh, October 24-26; Hot Springs, Arkansas, November 7-9; and Boston, November 14-16. NCTM is an NEA department.

Springfield, Illinois, Teachers Win Substantial Salary Gain

A new teachers' salary schedule for the 1968-69 school year, based on an index system with raises ranging from $950 to $2,100 for next year, was agreed upon recently by the Springfield (Illinois) Board of Education and the Springfield Education Association. In its first year since being elected the official representative for the school system, SEA, an NEA affiliate, has also won other major agreements, including a daily preparation period for all teachers, the provision for nonprofessional personnel to supervise noontime playground activities and lunchooms at all grade levels, and major medical insurance fully paid for by the board.

Statewide Investigation Begun Of Colorado School Finance

A statewide investigation of school financing in Colorado has begun. The investigation, requested by the Colorado Education Association, is being undertaken by NEA's Professional Rights and Responsibilities Commission.

CEA invoked statewide sanctions in March, censuring Gov. John Love and members of the state legislature for having made insufficient efforts toward tax reform, additional financial support of education, and equalization of distribution of state funds for public education.

Michigan Region 7 Members OK Resolution Thanking NEA

Members of Region Seven of the Michigan Education Association unanimously adopted a resolution recently extending their "sincere, heartfelt thanks to the MEA and NEA staffs . . . for their outstanding assistance" to local associations in the statewide struggle to obtain master agreements. The resolution was presented by the Troy Education Association.

Teacher Salary Gains Made Throughout State of Michigan

Teacher salary gains in Michigan continue to move at a fast pace. The Michigan Education Association reports, for example, that Lansing teachers will start at a $6,825 minimum in 1968-69, a gain of 11.9 percent. The Lansing M.A. maximum salary goes up to $12,221, an increase of 11.3 percent over the 1967-68 scheduled amount. Strong percentage salary gains were also reported for Brandywine, Bridgeport, Detroit, East Grand Rapids, Grand Haven, Holland, Huron Township, Kentwood, Mackinaw City, Marshall, Mason County Central, Peck, Pentwater, Sturgis, Three Rivers, White Pine, and Zeeland.

Florida Association and NEA Win Back Pay for Educator

Combined efforts of the Florida Education Association and NEA have won $9,500 in back pay for a Leon County, Florida, lunchroom supervisor whose position was abolished during the contract year. When the county school board abolished the position, they violated the supervisor's continuing contract, a circuit court judge ruled last month.

Money from NEA's DuShane Fund for Teacher Rights provided monthly subsistence grants while the case was taken to court.

Tours of 'Enchanting Hawaii' Still Open for NEA Families

Three departure dates are still open for the two-week "Enchanting Hawaii" tours for NEA families. The tours leave July 7, from New York, $491; August 4, from New York, $491; and August 11, from Chicago, $447. The price includes jet transportation, hotel accommodations, and ample sightseeing. Reservations may be secured by making $125 per person deposit to the NEA Division of Educational Travel at NEA Center.

College Students Hear About Negotiation in Rhode Island

A program to give college juniors, seniors, and graduate students an opportunity to learn about teacher-school committee negotiations was recently initiated by the Rhode Island Education Association. In cooperation with local teacher-education negotiating teams, the RIEA is bringing student-interns into meetings to see and hear how proposals are formulated and procedures and techniques determined for negotiations. The students will also sit in with negotiation teams as they negotiate with school committees.

Focus Is on Crisis Financing of Big-City Schools At 11th National Conference On School Finance

Crisis financing of big-city schools was the major theme of the 11th National Conference on School Finance, March 31-April 2 in Dallas. Participants also focused on the mounting teacher willingness to do battle for better educational financing on all levels.

The conference, sponsored by NEA's Committee on Educational Finance, drew more than 400 representatives of state, urban, and suburban teacher associations, local school systems, state departments of education, and professors of education, finance, and economics.

NEA awards for outstanding research in school finance were presented to eight educators at the opening session of the conference. They were Myron L. Anderson, School of Education, Wisconsin State University, Oshkosh; Walter I. Garms, assistant professor, Department of Higher and Adult Education, Teachers College, Columbia University; Richard Ervin Ten Haken, superintendent of schools, Central School District #1, Ticonderoga, New York; Daniel B. Horton, Jr., assistant professor of education, Indiana Central College, Indianapolis; Joseph A. Igoe, assistant director for personnel relations, New York State School Boards Association, Albany; James Rose, assistant professor of education, area of graduate studies in educational administration, University of Kansas, Lawrence; H. Gerard Rowe, Jr., assistant professor of education, University of Connecticut, Storrs; Francis M. Trusty, associate professor and head of the Department of Educational Administration and Supervision, University of Tennessee, Knoxville.

Boards of Education In Texas, Illinois, Ohio Recognized

Three boards of education—in Fort Worth, Texas; Thornton High Schools District, Harvey, Illinois; and Rossford, Ohio—have received national recognition in the NEA-Thom McAn School Board Awards Program sponsored by the Association of Classroom Teachers and the Thom McAn Corporation. A representative of each of the three boards was presented with a sculpture of the lamp of learning and a $2,500 check by ACT President Ruth Trigg at a luncheon on May 13 at NEA Center.

At ASCD Session

Schuman Hits Arts Neglect In Curriculum

The arts are neglected in most American schools, William Schuman, president of the Lincoln Center for the Performing Arts, told participants at the national conference of the Association for Supervision and Curriculum Development. More than 6,600 attended the meeting of the NEA department this spring in Atlantic City.

The basic problem, Mr. Schuman said, is educators' failure to recognize arts as the "basic stuff of education"—as basic as math or English. This neglect of arts has "shortchanged our young and weakened their education," Mr. Schuman said. He urged educators to use institutions of performing arts as "a vital resource comparable to a library or a museum."

In an invitational conference on urban education during the meeting, the ASCD Commission on Urban Problems proposed that ASCD take leadership in establishing a joint committee on urban problems; that state associations place on their agenda a consideration of developments affecting urban and suburban education; that ASCD follow up the interest expressed by some of the ERIC centers to better serve the needs of personnel and agencies concerned with urban problems; that ASCD groups already dealing with teacher training give special consideration and direction to the problems of urban schools; and that ASCD officers and members carry on dialogues with the more than 100 groups giving serious study to some phase of urban education.

Among the other speakers at the conference were Jack R. Frymier, director of instruction, College of Education, the Ohio State University, Columbus; Sol Gordon, Yeshiva University, New York; and Mark Shedd, superintendent of the Philadelphia Public Schools.

When You Write to Your Senators and Congressman . . . to support the NEA's $6 billion General Education Assistance Act, be sure to refer to its number—S 3400. This will direct him to the text and give his staff a chance to study it. For *your* information, see the table at the right or the May 17 NEA Reporter or the May issue of the *NEA Journal*.

Status of Major Federal Education Bills as of June 3, 1968

NINETIETH CONGRESS—SECOND SESSION

Bill	House	Senate	Major Provisions
General Education Assistance Act of 1968 S 3400		Pending in subcommittee	NEA bill to authorize payments of $100 per school-age child to the states (about $6 billion starting in fiscal 1970). At least 50% of funds to be used to increase teacher salaries; remainder to be allocated by state education agencies to local districts to meet "urgent needs."
Higher Education Amendments HR 15067 S 3098	Subcommittee markup in progress	Subcommittee hearings completed	Extends NDEA, Higher Education Facilities Act, Higher Education Act of 1965; creates "Networks for Knowledge"; provides public service education.
Student Aid Program HR 16729	Floor action due		Combines NDEA student loan program, work-study, educational opportunity grants, and guaranteed loan program.
Vocational Education Amendments HR 15066 S 3099	Subcommittee hearings completed	Subcommittee hearings completed	Consolidates and improves existing vocational programs; removes ceiling on authorizations; provides statewide matching of federal funds, instead of matching by separate categories; creates a separate program for homemaking education; provides for advance funding.
Judicial Review S 3	Subcommittee hearings in progress	Passed April 11, 1967	Permits court tests of constitutionality of federal aid legislation.
Medicare for Teachers HR 294 et al S 1071	Pending in committee	Pending in committee	Extends Medicare coverage to 700,000 teachers not presently included.
Juvenile Delinquency Prevention and Control HR 12120 S 1248	Passed September 26, 1967	Pending in committee	Provides preventive and rehabilitative centers and services.
Balance of Payments Travel Tax Proposal HR 16241	Passed April 4, 1968	Pending in committee	Administration proposal would tax foreign travel and reduce duty-free exemptions; House imposed 5% tax on overseas fares and reduced duty-free exemption from $100 to $10.
Civil Rights Act HR 2516	Signed by President April 11, 1968 Public Law 90-284		Forbids discrimination in housing; prohibits interference with civil rights including right to educational pursuits.
Copyright Revision HR 2512 S 597	Passed April 11, 1967	Pending in subcommittee	Complete revision of 1909 statute; stalled in Senate over technologically innovative materials.
National Foundation on Arts and Humanities Foundation Amendments HR 11308	Passed February 27, 1968 Conferees agreed May 28, 1968	Passed May 8, 1968	Extends programs for two years; Senate authorization exceeds House authorization.
National Science Foundation Amendments HR 5404 S 836	Passed April 12, 1967	Passed and amended House version May 23, 1968	Includes social science activities in NSF program; Senate bill, S 836, would create separate social science foundation.
Housing and Urban Development Act HR 15264 S 3497	Hearings completed	Passed May 28, 1968	Provides broad public-private plan for rebuilding the residential hearts of large and small cities, including educational facilities.
Retirement Income Tax Credit HR 16215	Pending in committee		Increases tax credit on retirement income for persons not covered by Social Security.
Urgent Supplemental Appropriation (FY 1968) HR 15399	Senate rejected conference report April 10		Restores $20,810,000 for Sec. 3(a) of Public Law 874.
Vocational Rehabilitation Amendments HR 16819 S 3213	Passed May 6, 1968	Pending in committee	Extends and broadens scope of goods and services for the handicapped.
School Lunch Act Amendments HR 15398	Passed March 5, 1968 Cleared for White House	Passed April 17, 1968	Provides food service for impoverished preschool children in day-care centers, settlement houses, and recreation centers.
Labor HEW Appropriation FY 1969	Subcommitee hearings in progress	Subcommitee hearings in progress	Includes operating funds for U.S. Office of Education programs.

CURRENT

What's Going On in TV, Radio, Press, and National Magazines

Television
(All times are Eastern)

Animal Kingdom—Sunday, June 16, NBC-TV, 6:30 P.M. "The Great Migration."

Discovery '68—Sundays, ABC-TV, 11:30 A.M. *June 23:* "Grand Canyon." *June 30:* "The Cajun Country." *July 7:* "East Meets West." *July 14:* "Life on the Mississippi." *July 21:* "Busy World of Outer Space." *July 28:* "Chicago—America's Inland Seaport." All shows are repeats.

Undersea World of Jacques Cousteau —Tuesday, June 25, ABC-TV, 8:30 P.M. Repeat.

Time for Americans—ABC-TV. A series of six programs. *Thursday, June 27, 10 P.M.* "Examination of Racism." *Thursday, July 11, 10 P.M.* "In the Same Boat." *Sunday, July 14, 4 P.M.* "Riots and the Victims." *Monday, July 15, 7:30 P.M.* "Prejudice and the Police." *Sunday, July 28, 4 P.M.* "My Grandfather Made It—Why Can't You?" A Negro and white confrontation. *Monday, July 29, 7:30 P.M.* "Who Are They?" The subtle forms of racism in a suburban community.

CBS News Special—Tuesdays, CBS-TV, 10 P.M.—A series of shows on "Black America." *July 2:* "Black History—Lost, Stolen or Strayed?" *July 9:* "Black GI." *July 16:* "Small World." *July 23:* "Black and Blues." *July 30:* "Black Slavery and Little White Lies."

Home Country USA—Friday, July 5, NBC-TV, 10 P.M. Narrated by Chet Huntley.

The 21st Century—Sundays, CBS-TV, 6:30 P.M. *July 7:* "Anatomy of a Shoot," deals with Surveyor 7. *July 14:* "Can We Live To Be 100?" *July 21:* "The Human Heart." *July 28:* "Cities of the Future."

Magazines
(July issues)

Family Circle—"They Contribute to Their Community" (No. 2 of a series: "This Family Wants the Unwanted") by Fran Hill, "Take Your Child to the Greatest Show on Earth: Nature" by Roger Caras; "Fourteen Well-Known Parents Talk About Books Children Love," by Cecily Brownstone.

Glamour — College Column — "How Wide the Political Gap Between Generations?" Editors interview students on their views and those of their parents..

Glamour (*August issue*)—devoted exclusively to colleges.

Mademoiselle (*August issue*)—devoted exclusively to colleges.

McCall's—"What Can One Woman Do?" by Jean Lowe, describes the courageous accomplishments of six women, including Lady Bird Johnson.

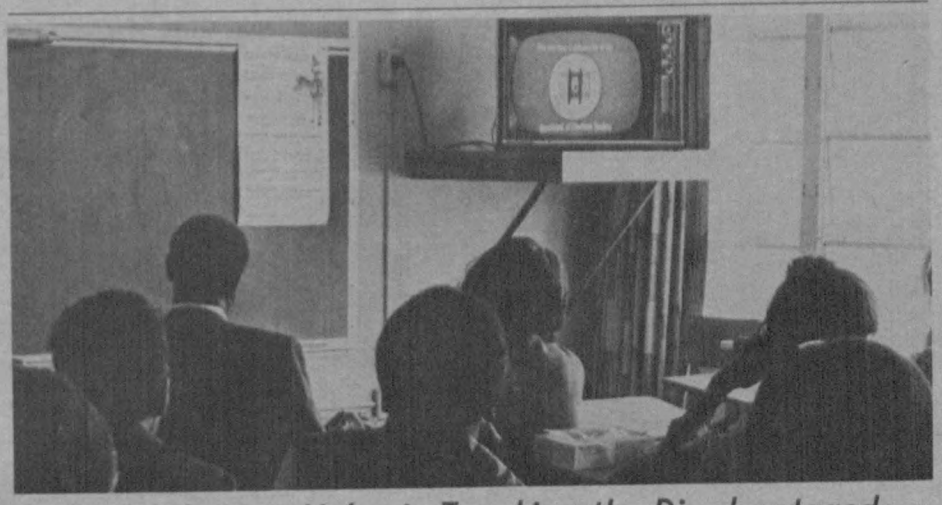
Parents' Magazine — "Through the Eyes of Young Children," by Mary Ellen Goodman, professor of anthropology and sociology at Rice University. "Boy-Girl Differences; In-Born or Acquired?" by Theodore Irwin; "Classroom Discipline Works at Home," by Adeline Pope McConnell, a teacher. "Fitness City USA," by Nick Seitz, tells about the President's Commission on Physical Fitness. "How To Encourage Your Child's Natural Creativity," by Susan Newton.

Saturday Evening Post (*June 29 issue*) —"Sex Invades the School House" by John Kobler.

Saturday Review (*June 15 issue*)— "The Ordeal of Academic Revolt" by Bonnie Barrett Stretch; "The Savage Rage of Youth" by Frank G. Jennings; "Kindergarten Is Too Late" by Esther P. Edwards; and "Learning in a Storefront" by Peter Schrag.

Seventeen—"What You Can Do About Riots," by David Klein; "Sex Questions That Bother Boys," by Dr. Mary S. Calderone.

24 Local Associations Get Citations



NEA Filmstrip Helps in Teaching the Disadvantaged

After viewing the NEA sound filmstrip, *Teaching the Disadvantaged,* Broward County, Florida, teachers said they had a better understanding of the disadvantaged student—his home life, his behavior and reasons for this behavior, and his characteristic needs. The instructional television center of the county's Board of Public Instruction televised the film through closed circuit into 32 schools this spring as part of their first in-service program. The 900 principals and teachers within 32 Title I schools in the area had a choice of 10 viewing times within a two-week period. Viewing was done in faculty meetings (as in the photo above) or in individual classrooms. The filmstrip is based on a booklet by the same name, number 33 in the series, "What Research Says to the Teacher." The series is published by the NEA Association of Classroom Teachers in cooperation with the NEA Publications Division.

Elementary Principals Discuss Civil Rights, Teacher Militancy

Everyone who registered at the annual meeting of the NEA Department of Elementary School Principals this spring received a program booklet announcing "The Impact of Science and Technology on Education" as the meeting's theme. But to most delegates, the theme became a mixture of civil rights and teacher militancy. The March 30 - April 3 meeting in Houston was picketed by local civil rights activists protesting the delay of Houston elementary principals in desegregating their organization. By the end of the DESP meeting, the Houston principals had announced tentative plans for organization of a new and integrated association and the national department's executive committee had reaffirmed its policy that "no city shall be selected as the site for an Annual Meeting of the Department of Elementary School Principals, NEA, if any dual associations (i.e., racially segregated associations) of elementary school principals exists within the state. . . ."

Resolution Voted

Recent teacher militancy—and the problem of the principal's role in that militancy—became the major topic at the Idea Exploration Center and was reflected in debate over a DESP resolution on "Disruptions of Educational Programs." In the end, the principals voted a resolution similar to that approved earlier by the American Association of School Administrators, strongly rejecting "the use of strikes, work stoppages, walkouts, slowdowns, and other disruptive practices by teachers" and recognizing "the right of a professional association to apply, in an intelligent and responsible manner, sanctions. . . ."

The principals voted to delete from their resolution a paragraph that would have urged state legislatures to declare teacher strikes and work stoppages illegal.

DESP members approved a resolution calling on the principal to be actively involved, as a member of the administrative team, throughout the process of professional negotiation.

George B. Brain, dean, College of Education, Washington State University, spoke on the topic, "Professional Negotiation and the Elementary School Principal."

Annual Seminar On Negotiation Set for August

Negotiation in curriculum and instruction, role of middle management, and contract implementation are among the topics for clinics to be conducted during the Third Annual Seminar on Professional Negotiation in Public Education August 18-23. The program will include classes, general sessions, and time for individual consultation with staff. Sponsored by NEA, the seminar will be held at the Center for Continuing Education, University of Chicago.

The seminar is designed for local and state association officers and staff, members of association negotiation committees and teams, and others who desire an in-depth knowledge of professional negotiation in public education.

Information is available from the NEA Division of Field Services at NEA Center.

NEA Task Force OK'd On Retirement, Mobility

The NEA Executive Committee at its May 10-12 meeting approved the establishment, in cooperation with the National Council on Teacher Retirement, of a Task Force on Retirement and Teacher Mobility. The task force is directed to submit its recommendations on providing retirement benefits for mobile teachers within one year or less. The task force will be composed of representatives selected by the NEA Executive Committee and NCTR.

ACT Project Recognizes Top Activities

Twenty-four local associations have received national recognition in the Local Project Recognition Program for 1967-68. The program is sponsored by the Association of Classroom Teachers, NEA, in cooperation with state classroom teacher organizations as a means of identifying, rewarding, and publicizing activities of local associations.

A representative of each of the 24 associations will be presented a citation by the ACT President-Elect Bruce P. Eckman on Monday, July 1, in Dallas, Texas. The story of each project will be published in *Local Color 1967-68,* scheduled for release in Dallas.

The 24 associations chosen for recognition are—

- **Northeast:** Bethlehem (Pa.) Education Association; Raynham (Mass.) Teachers Association; Lexington (Mass.) Education Association; Orange (Mass.) Elementary Teachers Association.
- **Southeast:** Pascagoula (Miss.) Classroom Teachers Association; Edgefield County (S.C.) Teachers Association; Mount Airy (N.C.) Classroom Teachers Association; Central Council of Charleston (S.C.) Teachers.
- **North Central:** Evansville (Ind.) Teachers Association; Fort Frye Teachers Association, Beverly, Ohio; Dayton (Ohio) Classroom Teachers Association; Grand Forks (N.Dak.) Local No. 12.
- **South Central:** San Antonio (Tex.) Teachers Council; Wichita (Kans.) City Teachers Association; Prescott (Ark.) City Teachers Association; Arlington (Tex.) Classroom Teachers Association.
- **Northwest:** Department of Classroom Teachers of the Northshore Education Association, Bothell, Washington; Yakima (Wash.) Education Association; Ronan (Mont.) Association of Classroom Teachers of the Ronan-Pablo-Round-Butte MEA Unit; Boise (Idaho) Education Association.
- **Southwest:** Fresno (Calif.) Teachers Association; Alpine Education Association, Provo, Utah; Washington County (Utah) Education Association; Cache (Utah) Education Association.

Salary Comparisons Made in NEA Report

Comparisons of salaries in teaching and other occupations are reported in *Economic Status of the Teaching Profession, 1967-68.* The report, prepared by the NEA Research Division to assist local negotiators, is available from NEA Publication-Sales Section (Research Report 1968-R4. $1.25 stock #435-13348).

NEA President Data Sought

The NEA Archives, which has been gathering biographical material and photos of past NEA presidents, is seeking additional material, especially about presidents who served before 1920. Also needed are references to what these presidents said or did relative to NEA.

Members of Congress Commend Teachers For Political Action During April Weekend

The April 5-7 Teachers-in-Politics Weekend, cosponsored by the NEA Citizenship Committee and state and local associations, brought letters and commendatory statements from 126 members of Congress. Seventy of these were inserted in Congressional Record during April.

The Congressmen stressed that by taking an active role in the political system, teachers can improve not only their own profession and conditions of work, but the political environment of the community as well. Several pointed out that teacher political action as a constructive form of militancy could well solve school problems before the picket line becomes the only answer.

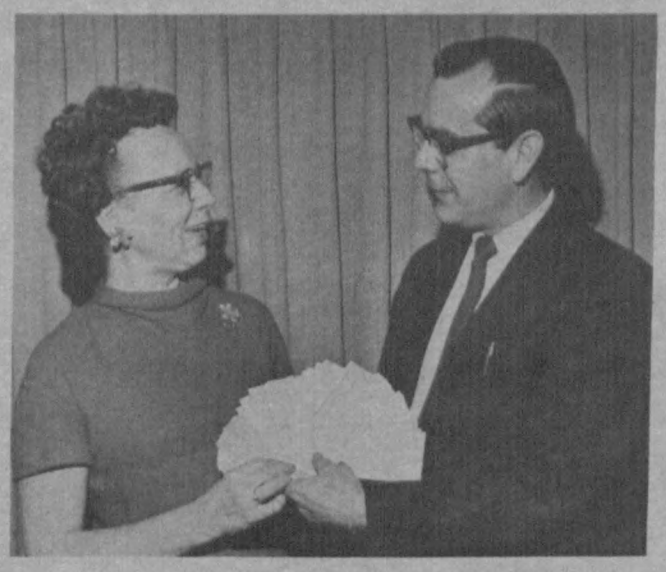
At clinics, workshops, town meetings, training sessions throughout the country, state legislators were on hand to help give teachers the facts of life about politics. Mayors, party chairmen, councilmen, school board members, and candidates for office at all levels served as consultants or spoke to the teachers. In some states, the teachers were addressed by the governor. Typical of advice given by the political pros was: If the candidate doesn't owe you, he doesn't know you.

Most states patterned their TIP Weekend observance on the political clinics, 12 of which have been cosponsored by the NEA Citizenship Committee since 1964, and built follow-up into their meetings. Local clinics or mini-clinics are scheduled throughout the remainder of this school year, and for the fall, in several states, where blueprints for local political action will be made by the teachers.

Junior College Association Lists Teaching Vacancies

College teaching positions in police science, Chinese, Japanese, romance languages, aviation mechanics, psychiatric nursing, and anthropology, as well as in the basic fields of English, mathematics, chemistry, and history are among the over 2,000 position vacancies listed in "Junior and Community College Position Vacancies for 1968-69 Academic Year," as reported by the National Faculty Association of Community and Junior Colleges, an NEA special project.

If this initial publication proves of value to two-year college people, according to Robert W. Miner, executive director, NFA plans a more extensive method of providing staffing information. A second, completely new, report on vacancy listings is planned for fall of 1968.



New York Teachers Give to Fund

In answer to the appeal for funds to assist the Florida teachers during the recent crisis there, the Scarsdale (New York) Teachers Association, within a six-day period, donated $1,842.50 to the NEA DuShane Fund for Teacher Rights. STA's treasurer, **Robert Franklin** (above), who was in Washington for the annual convention of the National Science Teachers Association, delivers the checks to **Margaret Stevenson,** executive secretary of the Association of Classroom Teachers. The STA response was initiated by Richard Davenport, president of the association, after reading in an issue of the NEA REPORTER about the plight of Florida's teachers.

College Student Power Is Focus Of Women Deans and Counselors

"We and our students are all in this world together, and whether they believe it or not they will soon be past that magic age of 30 and joining us in the ranks of the so-called responsible adults," Anne Firor Scott, associate professor of history, Duke University, Durham, North Carolina, said in the keynote address during the convention of the National Association of Women Deans and Counselors in April in Chicago. Speaking on the aspects of the current student-faculty-administration dialogue, Dr. Scott also said, "I am suggesting that our influence will be felt more as an emanation of what we are and do than because of what we say, and that the beginning point, therefore, is a clear-eyed self examination."

In another address, K. Patricia Cross, on joint appointment to the Educational Testing Service and the Center for Research and Development in Higher Education, University of California, Berkeley, said that she sees the role of the dean of women changing "as the needs of students and the programs of the university are changing. One might hope that women deans will be prepared and will be accepted as full partners in the total planning of educational programs for women."

More than 1,300 attended the conference of the NEA department.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Florida Education Association	Florida Public Schools
• Idaho Education Association	Idaho Public Schools
• Maine Teachers Association	Sumner-Buckfield-Hartford School District[1]
• Maine Teachers Association	Lincoln School District
• National Education Association	Florida Public Schools[2]
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Carlynton School District
• Pennsylvania State Education Assn.	Erie Public Schools
• Pennsylvania State Education Assn.	Palmerton Area School District
• Pennsylvania State Education Assn.	Pennsylvania Public Schools[3]
• Texas State Teachers Association	South San Antonio Independent School District
• Vermont Education Association	Fletcher Public Schools

[1]Applies to high school positions only.

[2]NEA's Executive Committee is considering lifting the statewide NEA sanctions and substituting sanctions on the Florida counties where school boards continue reprisals against some teachers who joined in the mass resignations.

[3]At press time, the Pennsylvania State Education Association Board of Directors was considering lifting the statewide sanctions.

On May 22, 1968, the Ohio Education Association lifted sanctions from the Lorain City School District.

NAMES IN THE NEWS

(Continued from page 4)

named for the former WVACT and national ACT president. . . . **Roy A. Edelfelt,** who was senior associate secretary of the National Commission on Teacher Education and Professional Standards, became the Commission's secretary on June 3. Dr. Edelfelt has been with NCTEPS since 1962. . . . **James Olivero,** who was assistant secretary for NCTEPS, recently became director of the Southwestern Cooperative Educational Laboratory, the four-state educational development laboratory with headquarters in Albuquerque, New Mexico. . . . On July 1 **Russell E. Weitz,** director of data processing for the Milwaukee (Wisconsin) School Board, becomes director of the NEA Data Processing Division. . . . On May 1, **Carl A. Troester, Jr.,** executive secretary-treasurer of the American Association of Health, Physical Education, and Recreation, began a sabbatical leave. Acting executive secretary in his absence will be **George F. Anderson,** AAHPER associate executive secretary. During his leave, Dr. Troester will initiate plans for a long-range study comparing health, physical education, and recreation throughout the world. Dr. Troester was recently presented an award plaque from the World Confederation of Organizations of the Teaching Profession in recognition of "a decade of distinguished international service." . . . **John Wilcox,** former professor of education at the State University of New York, Oneonta, has been appointed associate secretary for international education of the American Association of School Administrators, effective June 1. Mr. Wilcox is currently acting director of the NEA Division of Rural Service . . . **Lewis R. Tamblyn** has been appointed executive secretary of the NEA Department of Rural Education. He succeeds **Robert M. Isenberg,** who is now an associate secretary of AASA. . . . On June 1 **Robert W. Miner,** executive director of the National Faculty Association of Community and Junior Colleges, became special assistant to the NEA executive secretary. . . . **Donald Keck,** former professor of history at Washtenaw Community College, Ann Arbor, Michigan, is a new member of the staff of the National Faculty Association of Community and Junior Colleges. . . . **Harold E. Wigren,** associate director of the NEA Division of Educational Technology, has been re-elected president of the Joint Council on Educational Telecommunications. Eight associations, including the NEA, comprise the Council, which is concerned with educational broadcasting. . . . **Mary Ann Scott,** assistant secretary for field studies for the PR&R Committee on Civil and Human Rights of Educators, was recently elected to the Board of Directors of the Council of Southern Mountains.

Kennan, Clark Will Retire On August 1

Executive secretaries of two NEA units will retire August 1. They are Richard B. Kennan, long-time head of the National Commission on Professional Rights and Responsibilities, and Lois M. Clark, assistant director for the NEA Division of Rural Education Service, who is also executive secretary of the National Council of Administrative Women in Education.

Dr. Kennan came to the NEA in 1944 as associate secretary to the commission and became its executive secretary three years later. In his 24 years of service, the PR&R Commission expanded to include the making of 68 full-scale investigations, the establishment of the Code of Ethics of the Teaching Profession, the founding of the DuShane Fund, the development of the NEA Citizenship Committee, and extension of tenure and continuing contract legislation on a statewide basis in 38 states.

Miss Clark, who came to NEA in 1945, became executive secretary of NCAWE in 1952. She has served for six years on the Rural Education Committee of the World Confederation of Organizations of the Teaching Profession.

NEA REPORTER

PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION

VOL. 7, NO. 7 JULY 19, 1968 WASHINGTON, D.C.

NEA Convention Delegates Point Association Power Toward Changes in Society

George D. Fischer

Fischer Chosen President-Elect; Kreuze Elected NEA Treasurer

Delegates to the 106th NEA Convention elected George D. Fischer, a high school teacher from Des Moines, Iowa, as their vice-president and president-elect. Mr. Fischer becomes NEA president in July 1969.

Nelson Kreuze, a federal projects director from Michigan, was elected NEA treasurer, replacing Lyman Ginger of Kentucky. The treasurer also serves as a member of the NEA Executive Committee.

Delegates chose two new members of the Executive Committee: Donald E. Morrison, a San Diego classroom teacher, and Wade Wilson, acting president, Cheyney (Penna.) State College. David Schulz, a vocal music teacher from Racine, Wisconsin, was elected to the Executive Committee by the NEA Board of Directors.

A complete list of NEA executive officers, members of the Executive

(See NEW OFFICERS, page 8)

Human Relations Center Set Up; Ethridge Named To Head Effort

NEA announced at the Dallas Convention that it is setting up a new Center for Human Relations. The center—recommended by an NEA task force—will help plan, develop, and promote activities related to the protection and advancement of civil and human rights of educators and students.

Named to head the center and to serve as an NEA assistant executive secretary was Samuel B. Ethridge, a Negro educator who has been associate secretary for human rights of educators for the NEA Professional Rights and Responsibilities Commission. The appointment places Mr. Ethridge, a native of Alabama, among the 12 cabinet-level executives of NEA.

Outgoing NEA President Braulio Alonso called the establishment of the Center for Human Relations the most significant and exciting organizational change in NEA in more than a decade. "Our nation has not yet realized

(See HUMAN RELATIONS, page 2)

NEA President Elizabeth D. Koontz

"Teachers have as much right as anyone else to use their power."

NEA Past President Braulio Alonso

"The power of the NEA binds us together. No teacher stands alone."

Militant Assembly OKs Human Relations Plans And Sets Strike Policy

Delegates representing the more than one million members of NEA gathered in Dallas this month and spoke out firmly on the ways the Association must use its power to bring about change in America's schools and in America's communities. The 47th NEA Representative Assembly, meeting under the gavel of 1967-68 President Braulio Alonso, endorsed the establishment of a Center for Human Relations and approved a restructuring of the relationship between NEA and its departments.

The 7,103 delegates frequently expressed their approval of teacher militancy—in their applause for reports of action in Florida in the past year, in their approval of building up the DuShane Fund for Teacher Rights directly from the Association budget, and in their vote to approve teacher strikes as a last-resort mechanism in educational struggles.

"Sock It to 'em, Teach"

Florida's delegation set the Convention tone for militancy. Each Floridian wore a large orange-colored pin, reading, in green letters, "Sock It to 'em, Teach (We Did)." The Florida Education Association exhibit booth sold smaller "Sock It to 'em" pins to raise money for the DuShane Fund.

The delegates called for a beginning teacher salary of $10,500. They urged continued efforts to obtain a $6 billion federal aid to education bill. And they voted to give the Overseas Education Association status equal to that of NEA state affiliates.

Action on Instruction

The delegates, by resolution, called for further expansion of educational opportunity, including "publicly supported optional school programs . . . at all levels beyond the regular school year." Another resolution expressed NEA's concern for improvement of instruction, recommending that educators "enter into active collaboration with research and development specialists . . . to promote technology's potential contribution to education." The same resolution recommends that the profession "establish standards of quality which will prevent the distribution of inappropriate products, and that educators use the products of technology to implement better programs rather than design programs to include technological aids." Finally, the resolution urges "leaders of local affiliates to involve their members in the development and implementation of programs for instructional improvement and curriculum development."

The delegates backed bilingual education, in an attempt to meet "the needs of American children for whom English is a second language." They supported the employment of auxiliary per-

(See MILITANT ASSEMBLY, page 2)

Actions Reported Inside This Issue

Classroom teachers choose Buford for president-elect. **See page 3**

New NEA President Koontz picks "A Time for Educational Statesmanship" as 1968-69 theme. **See page 4**

NEA backs charge of fraud against Kansas City teachers union. **See page 6**

Dallas officials apologize for racial slight to African diplomat who is Convention guest. **See page 7**

Survey shows NEA affiliates negotiate for nearly 4 out of 5 school persons covered by negotiation agreements. **See page 7**

NEA Executive Committee temporarily suspends affiliate in DeKalb County, Georgia. **See page 8**

Militant Assembly Guides NEA Power...

(Continued from page 1)

sonnel in the public schools for nonteaching duties and said the Association must continue to build a program of service and an organization to meet the needs of such personnel.

The delegates reiterated their strong belief in desegregation in the public schools and in education associations, calling on all affiliates "to provide for full and complete participation by all members." Affiliates should "adopt policies and/or establish constitutional procedures and structures through which minority groups can express and resolve grievances arising from association practices," a resolution says.

On fair housing, the delegates approved a resolution urging "legislatures of the states and commonwealths to provide legislation which will assure all people equal rights and opportunities to reside in neighborhoods of their choice."

Equality for Women

A resolution on equality of opportunity for women urges all members "through their local associations to request that the school board policies be evaluated to determine if there are discriminatory practices against women in their districts."

The delegates recommended that the right to vote be granted to citizens at the age of 18.

On civil disobedience, the approved resolution says: "The Association believes that citizens, working together, can find constructive, non-violent solutions to problems that torture civilized countries today. The principle of obedience to laws that are made with the consent and participation of the governed is the foundation of our democracy. This concept is predicated on the belief in majority rule with the right of the minority peacefully and forcefully to dissent. It is also the citizens' duty to work actively to change laws that abridge the rights of man." The resolution concludes: "While requiring obedience to law, the nation should provide judicial machinery and free legal counsel which ensure the poor and destitute speedy and equal justice under the law."

Another resolution calls upon the communications industry to "give close scrutiny to program matter as it reflects and often glamorizes crime and violence."

On the final day of the Convention, the Assembly stood for a moment of silence "in tribute to the memory of the late Dr. Martin Luther King, Jr." Earlier, several motions failed that would have called for NEA support of legislation to make January 15 (Dr. King's birthday) a day of national observance.

Department Reorganization

The restructuring of NEA-department relations approved by the delegates sets up three new categories to replace the single department status now in effect. The new plan provides for *departments, national affiliates,* and *associated organizations,* with the latter two categories having looser ties with NEA than the first. Details of the proposal are set forth in the April 1968 *NEA Journal.* The delegates approved the new set-up by a vote of 4,773 to 784.

The delegates also approved two proposals affecting NEA's officers. They voted to permit the NEA president-elect to serve as a full-time officer of the Association, with the same salary as the president. And they decided the NEA president's salary shall be "at least equal to the maximum salary recommended for teachers in the NEA Professional Salary Resolution as adopted by the Representative Assembly." This year that salary is $21,000.

The Assembly approved an Association budget of $15,362,000. It approved the revised Code of Ethics of the Education Profession.

It approved, too, a report by past president Irvamae Applegate on the progress of merger of dual affiliates. Dr. Applegate, reminding delegates that "ready-made plans, like TV dinners, leave a lot to be desired," also won approval of her motion that the NEA Executive Committee accelerate the mergers by setting additional guidelines by its October 1968 meeting.

The Assembly directed the task force on urban education to make recommendations to the 1969 Assembly on the matter of school decentralization. It established a task force to report to the same Assembly on "the problems of (1) dual representation, (2) the method of fair and proportionate allocation of delegate credentials and the process by which these credentials are ultimately assigned to local associations, and (3) the size of the assembly."

Two moves were made on the floor of the Assembly to win unanimous consent for an immediate vote on a $10 dues increase. Both moves failed. An amendment to the bylaws suggesting such an increase—effective 1970—has been placed on the agenda of the 1969 Assembly.

Further Resolutions

The delegates voted in favor of resolutions to:

- make life dues for students the same as for active members
- set life membership dues at 20 times annual dues (22 times the annual dues if they are paid by installments)
- set reserve members' dues as $10
- add a membership classification for educational secretaries and set their dues at $10.

The delegates approved the establishment of an NEA department of school nurses; they approved department status for the Association for Student Teaching.

Several proposed amendments to the bylaws were defeated. The delegates rejected a plan to refund dues to state associations on a percentage-point basis; they turned down a plan to give the Board of Directors the power to elect the treasurer, a plan to allow election of seven Executive Committee members from the Board of Directors, and a plan to give the Board of Directors the power to set and adopt the budget. They also refused to limit the size of the Board of Directors or of the Representative Assembly. A proposed amendment directing that eight members of the Executive Committee be elected by the Representative Assembly, with at least four being classroom teachers, narrowly lost.

The 1969 Convention will be held in Philadelphia.

HUMAN RELATIONS CENTER SET UP . . .

(Continued from page 1, column 1)

the great American dream of educational and economic opportunity for all Americans," he said. "Millions of our children—Negro, Mexican-American, Indian, Appalachian, and other children of urban slums and rural poverty belts—still live in inadequate housing and attend inadequate schools.

"And NEA, for its part, is doing something right now by taking action on the task force report—a vigorous, disturbing indictment of American education and society but a challenging blueprint for future action in the civil and human rights field."

White Legacy

The task force—chaired by Wade Wilson, a Pennsylvanian who is also chairman of the NEA Committee on Civil and Human Rights of Educators—labels inferior schools in urban slums part of the educational legacy left by a white middle class that fled to the suburbs. "The schools have helped to perpetuate the values, traditions, and way of life which have brought about, finally, the crisis that confronts the country today," the task force report says.

The report makes a series of recommendations to correct this situation. In addition to recommending the establishment of the new Center for Human Relations, it calls for:

- Accelerated school integration, including integration of Negro schools by whites.
- Use of sanctions by NEA and affiliates where the rights of children have been infringed.
- Teaching children of minorities about their own culture and also about a "second culture": that of the predominant white, middle-class society from which they have been excluded.
- Planning by NEA of a model inner-city school to help point the way for urban education.

Honors Given

Dr. Wilson, the task force's chairman, received a special citation during the Dallas Convention for his work. Also honored by the NEA Committee on Civil and Human Rights were: Alice Miel, chairman of the Department of Curriculum Supervision and Teaching, Teachers College, Columbia University, for her pamphlet, "The Shortchanged Children of Suburbia"; the U.S. Civil Rights Commission for its study of the slums which resulted in the release of the research study, "A Time To Listen—A Time To Act"; George Jones, former executive secretary, American Teachers Association, for his efforts on behalf of Negro History Week and for his work to bring about true integration and better understanding between the races; Edward C. Elliott, for pioneering in the establishment of the Oregon Education Association's Commission on Human Rights and Responsibilities and for leading the human rights movement among NEA members; Mew-Soong Li, associate director of the Department of Dialogue and director of Economic Opportunity Programs of the Southern Christian Leadership Conference, for her work with indigent parents in Wilcox County, Alabama; Joe Reed, executive secretary of the Alabama Teachers Association, for his efforts to improve teacher welfare in Alabama; and Nathan E. Kullman, Jr., assistant executive secretary, New York State Teachers Association, and a former chairman of the NEA PR&R Committee on Civil and Human Rights of Educators.

In addition, the Tacoma (Washington) Public School System was honored for publishing a 62-page resource guide for teachers titled "The History of Negro Life in America."

New York Teacher Wins First Carr Scholarship

The first William G. Carr Scholarship, named in honor of the former NEA executive secretary, was awarded to Vincent F. Dempsey, a doctoral candidate at New York University. The $1,000 scholarship was presented to Mr. Dempsey during the Convention in Dallas.

An elementary school teacher in the Scarsdale, N.Y., public schools, Mr. Dempsey, 38, is on a half-year professional leave to pursue his graduate work.

The William G. Carr Scholarship Fund was established by the NEA Representative Assembly in 1967 in recognition of the many years Dr. Carr served NEA. The scholarship is designed to advance international education, in which Dr. Carr has been a leader—he is secretary-general of the World Confederation of Organizations of the Teaching Profession—or to assist a graduate student whose work contributes to the strengthening of independent professional associations.

NEA REPORTER

Published monthly except August (two issues in October) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C 20036.

Telephone Area Code 202, 223-9400

Elizabeth D. Koontz .....President
Sam M. Lambert....Executive Secretary
John D. Sullivan ..Assistant Executive Secretary for Communications and Public Relations

* * * *

Prepared by the NEA Journal Division:
Mildred S. Fenner .....Editor
Walter A. Graves ....Associate Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce....Editorial Associate

Send news items to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 60 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

BUSINESS AND PLEASURE IN DALLAS: Shown in the photograph at left are **Betty Buford** of Plainview, Texas, new ACT president-elect, and **Bruce P. Eckman** of Portland, Oregon, ACT president for 1968-69, immediately after the ACT election on Monday, July 1. Delegates took time out for fun in the form of a barbecue and rodeo on Classroom Teacher Night, July 4, in State Fair Park. In the center photograph **Braulio Alonso** (left), 1967-68 NEA president, and **Bruce P. Eckman,** 1968-69 ACT president, take part in the Grand Entry rodeo parade. In the photograph at right, **Ruth Trigg,** 1967-68 ACT president, congratulates **Richard B. Kennan,** retiring executive secretary of the NEA Commission on Professional Rights and Responsibilities, after presenting him with a citation commending him as the "researcher of problems affecting the professional, civil, and human rights of educators; . . . spokesman of classroom teachers to bring to the profession greater strength and unity in working for increased democracy in and through education. . . ." The presentation was made at the first session of the ACT Representative Assembly on Sunday, June 30. Nat'l. Educ. Assn. photos (Salisbury)

Classroom Teachers Choose Buford As 1968-69 President-Elect; Nearly 3,800 ACT Delegates Attend

Delegates to the Representative Assembly of the Association of Classroom Teachers, June 30 and July 1, in Dallas, elected Betty I. Buford of Plainview, Texas, as president-elect of ACT for 1968-69. Also elected at the ACT convention were Donald F. Wilson of Parma, Ohio, as vice-president; Ruth I. Foster of Des Moines, Iowa, as secretary; William E. Zeiss of Clarks Summit, Pennsylvania, as Northeast regional director; and Gary G. Gschwind of Santa Susana, California, as Southwest regional director. Mrs. Foster is serving her second term as ACT secretary.

Bruce P. Eckman of Portland, Oregon, assumes the presidency for 1968-69. He was elected in July 1967 in Minneapolis, Minnesota.

In an address to delegates at the opening session, retiring ACT President Ruth Trigg forecast sweeping changes in the teaching profession.

"I see changes in the educational structure of the community. Classroom teachers, students, and parents are going to have a voice in determining school policies," she said.

"The educational hierarchy as we know it today will be a thing of the past," she continued. "The classroom teacher will be regarded as the key professional figure, with other professional and auxiliary personnel serving as his supportive staff. Teachers will be in the top salary bracket, some receiving more money than some administrative personnel."

She predicted similar changes in the structure of the teaching profession. "I see the power lodged where it belongs—with the persons who make up the profession's majority, its classroom teacher members," she declared.

"I see greater militancy than we have seen even in 1967—responsible militancy," she said. ". . . I see militant classroom teachers and militant professional associations ready to fight for those conditions that provide high-quality education for children. I maintain that a teacher who finds himself in a situation where conditions are such that good education is an impossibility, having exhausted every other means of improving those conditions with no success, should walk out. I further maintain that this teacher shows more dedication to his profession than does the teacher who stays on the job, perpetuating mediocrity. Perhaps the child's education will be interrupted for a week or a month, but what is one week or one month when measured against years of education that is less than adequate? If the teacher's militancy leads to improved conditions of learning, the child's opportunities are enhanced for a lifetime."

The nearly 3,800 ACT delegates adopted a broad range of resolutions in the areas of public education, legislation, instruction, professional standards, professional welfare, and professional relations.

In one resolution, ACT recognizes the right of teachers to withdraw services in cases ". . . (a) where conditions make it impossible for teachers to provide quality education, (b) where alternate means to rectify such conditions have been conscientiously explored, and (c) where solutions have been proposed but not consummated." The resolution calls on local and state associations to work to obtain repeal of state laws prohibiting withdrawal of services and denounces the staffing of schools "with untrained, unqualified, or noncertificated personnel at any time, and especially at a time when teachers withdraw their services in an effort to establish high quality education for the youth of the nation."

In another resolution, ACT delegates acknowledge the "vital importance" of the NEA DuShane Fund for Teacher Rights and request the NEA to channel at least 10 percent of the dues of every member into the fund.

Delegates also adopted a resolution expressing concern over "the increasing evidence of discrimination against women" in education. The resolution urges classroom teachers through their local associations ". . . (a) to press for evaluation of school board policies to determine the extent to which women have equal opportunity for promotion in the local school system and to take steps to correct any discriminatory practices that may exist and (b) to support federal legislation to provide equity for married women who, under the social security program, contribute jointly with their husbands but at retirement do not draw benefits commensurate with their joint earnings."

In other resolutions, ACT

- Recognizes growing specialization and differentiation in teacher assignments and urges classroom teachers to initiate a study exploring differentiation in role and responsibilities; to identify the issues and problems involved, including salaries; and to seek solutions that will meet the needs of teachers and children.
- Expresses concern about the voice of minority groups in the profession, especially in merging associations, and calls upon local and state associations to ensure for members of minority groups the same opportunities as afforded other members to hold office, serve on committees, and represent the association at local, state, and national meetings.
- Calls attention to the educational problems of urban areas, particularly financial problems, and expresses the belief that urban areas should receive higher than average per pupil allocations for increases in staff, buildings, and instructional materials to provide a quality program including compensatory education.
- Urges teachers to become informed about the problem of drug abuse and to work to incorporate information about the harmful effects of drugs into the school curriculum.
- Calls upon the NEA to study the feasibility of creating an office of teacher certification and accreditation within the NEA.
- Endorses the revised Code of Ethics of the Education Profession.

New business adopted by the Assembly included

- Endorsement of the report of the NEA Task Force on NEA-Departmental Relations with the provision that, in the event of adoption of the report by the NEA Representative Assembly, ACT will continue as an NEA department.
- A request for closer liaison with the U.S. Office of Education and specifically the appointment of an advisory committee of classroom teachers to bring about a mutual understanding of educational problems and to expedite solutions to these problems.
- A recommendation that the ACT executive committee initiate a broad study of professional leave policies.

'NEA Journal' Now 'Today's Education'

The NEA Executive Committee, meeting in Dallas, approved changing the name of the Association's official journal to *Today's Education*. Formerly the *NEA Journal*, the renamed and restyled publication will be mailed to all members.

The Executive Committee also heard a report on plans to expand and restyle the NEA Reporter.

New NEA President Koontz Sets Theme as 'A Time for Educational Statesmanship'

Setting "A Time for Educational Statesmanship" as her 1968-69 theme, NEA's new president, Elizabeth D. Koontz, called on teachers to make use of their united power to bring about change. "Let us make clear to the American public," she said in her July 6 speech in Dallas, "that educators . . . men and women . . . young and old . . . black and white . . . stand together."

NEA's first Negro president pointed out that "this nation recognizes organizations and power. But it does not yet recognize that teachers have as much right as anyone else to use power.

"We must use power well," she added, "not power for power's sake. And we must employ the right amount to do the job . . . no more than is needed . . . no less than is adequate.

"Will Use Our Power"

"But," she stressed, "let it be clearly understood . . . we will use our power. In too many communities, teachers have been handed a bill of goods . . . we intend to hand back a bill of rights."

For too long, Mrs. Koontz said, "we have been given the Greyhound Bus theory of 'you educators do the teaching and leave the decisions to us.' This can no longer be tolerated.

"The united profession . . . must assume its leadership role in unleashing education's potential," she said.

Nine-Point Program

NEA's president set forth a nine-point program "to continue our efforts to achieve our goals:

- "We must have a unified profession . . . I will work for unification pledged by all states by the time of the 1970 Convention and with total professional unity accomplished by 1971.
- "We must have a secure profession. Tenure laws should be proposed or enacted in every state by 1970.
- "We must have a respected profession. Professional Practices Acts which give legal status to the profession should become a reality in every state.
- "We must have an informed profession. Every member should know what is going on . . . and understand why.
- "We must have a socially aware profession. During the coming year we must develop in every state a structure for human relations that works effectively on these problems at the state level.
- "We must have a profession which insures adequate income after retirement.
- "We must have a profession protected against unjust attacks. We must build local and state defense funds.
- "We must have a profession of teacher-leaders. We must also provide leadership training so that teachers effectively exercise that leadership.
- "We must have a profession undivided by artificial differences. We must complete the merger of associations during the coming year."

Larger Program in Teacher Retirement Planned by NEA

The NEA Executive Committee, meeting in Dallas, took steps to expand the Assocation's program in teacher retirement. An office of teacher retirement has been established under the assistant executive secretary for research. The retirement office will have a full-time staff member to coordinate activities in the field of retirement.

The Executive Committee also approved the establishment of a task force to study the means of meeting the retirement needs of mobile teachers. Representing both the NEA and the National Council on Teacher Retirement, the task force is scheduled to report within a year.

Five NEA members have been named to the task force: Robert Abrams, teacher, Richmond, California; Ruth N. Freed, teacher, Ocean City, New Jersey; J. R. Ingraham, principal, Clinton, Iowa; G. Roger Pauze, teacher, Darien, Connecticut; John Terry, Central Washington State College, Ellensburg, Washington. NCTR will also appoint five members.

Filmed and Taped Convention Reports Available by Mail

- **NEA Convention Highlights, 1968,** a 20-minute, full color filmstrip and taped narration, portrays selected highlights of the Convention. In addition, the filmstrip package includes a reproduction of the complete 18-minute slide report of the executive secretary, **NEA's Power at Work.** It is available at $6 from the NEA Publications Division beginning August 26.
- All major addresses and complete minutes of the business sessions are included in the 1968 volume of **Addresses and Proceedings,** mailed in November to all life members requesting it (to others, the volume is available from NEA Publications-Sales Section for $5).
- Tape recordings of the Convention addresses made by 1967-68 NEA President Braulio Alonso, 1968-69 President Elizabeth D. Koontz, NEA Executive Secretary Sam M. Lambert, and Sen. Ralph Yarborough may be ordered from the NEA Division of Educational Technology at $5 per speech. Payment should accompany each order.

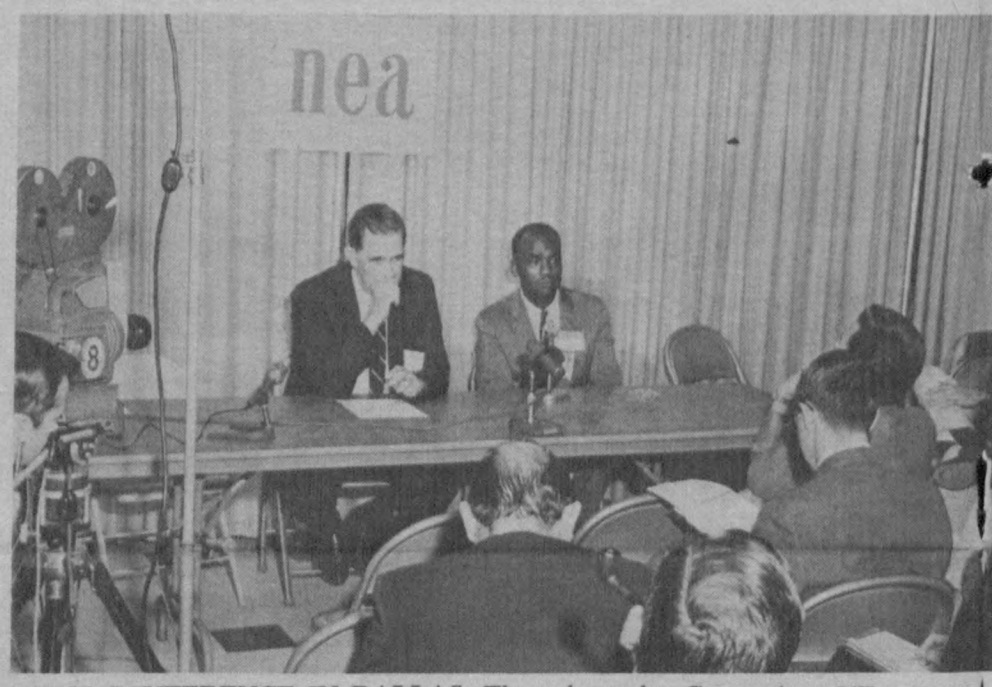
Percent of Teachers Favoring Strike Rises

The percentage of public school teachers who believe teachers should strike, at least in certain situations, rose from 53.3 in 1965 to 68.2 this year, an NEA survey released during the Dallas Convention revealed. The report of teacher opinion polls by the NEA Research Division showed that 50 percent of the teachers in 1965 favored strikes under "extreme conditions and after all other means have failed," but by this year 59.4 percent approved strikes in such limited cases.

The percent of teachers who thought they "should strike the same as employees in other occupations" increased from 3.3 to 8.8 over the three-year period.

Details of the survey will be reported in *Today's Education* in September of this year.

NEA Conventioneers--12,000

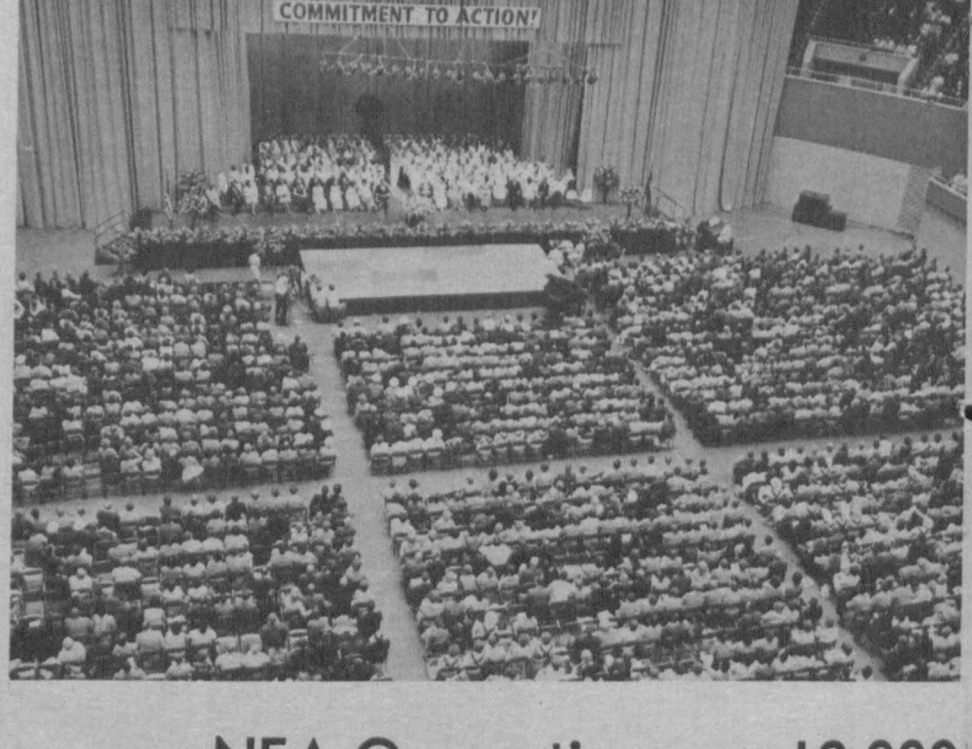


PRESS CONFERENCE IN DALLAS: Throughout the Convention, NEA leaders vention speakers met the press in conferences at Memorial Auditorium and elsewh conferences and Convention sessions were filmed for television. Above, NEA Exe retary **Sam M. Lambert** (left) and **Samuel B. Ethridge,** NEA's new assistant execu tary for human relations, answer reporters' questions.

NEW NEA CENTER: In the midst of about 150 commercial exhibits at the Convention was the NEA Exhibit Center, displaying publications and telling of NEA services. In addition, 44 state and other affiliates had booths.

VOTING MACHINES: For NEA history, voting machine were used to speed the electi gates needed but a minute o to cast their ballot.

Photo credits: Top row, left, photo and center row, left, photo—Squire Haskins. All o Assn. photos (Salisbury).



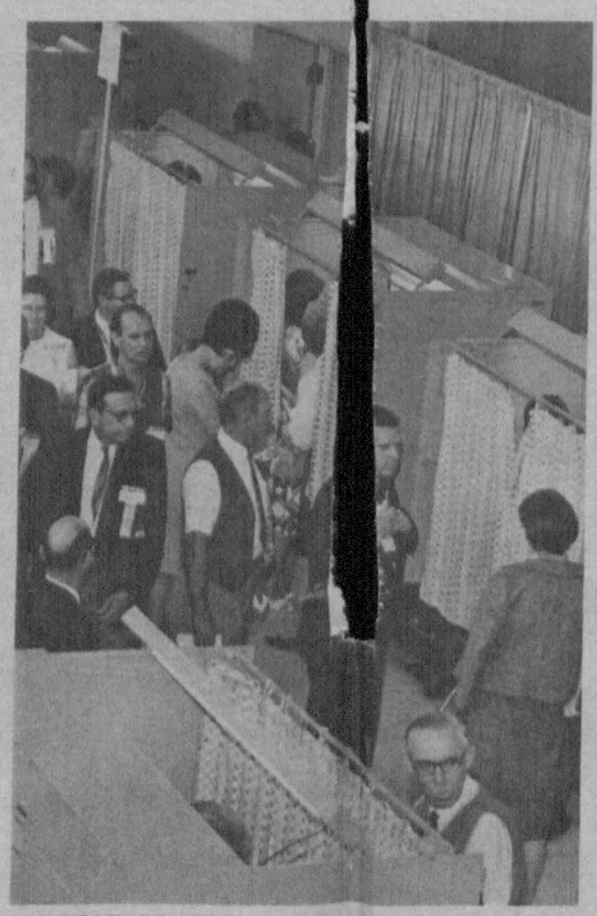
WELCOME TO TEXAS: An estimated 12,000 delegates, exhibitors, and guests attended the NEA Convention in Dallas. Major sessions were held in the Dallas Memorial Auditorium (above), which was in walking distance of many delegates' hotels. Shuttle buses brought others in from farther hotels. At left, above, is the NEA audience at the opening session July 2.

NEA Conventioneers--12,000 Strong--Committed to Action

PRESS CONFERENCE IN DALLAS: Throughout the Convention, NEA leaders and Convention speakers met the press in conferences at Memorial Auditorium and elsewhere. Several conferences and Convention sessions were filmed for television. Above, NEA Executive Secretary **Sam M. Lambert** (left) and **Samuel B. Ethridge,** NEA's new assistant executive secretary for human relations, answer reporters' questions.

MEMBERSHIP REPORT: NEA Associate Executive Secretary **Allan M. West** reported to the Convention that NEA's membership this year hit 1,081,660, a new high. The giant stride, he said, resulted from one of the largest one-year gains in NEA history—53,204 members.

NEW NEA CENTER: In the midst of about 150 commercial exhibits at the Convention was the NEA Exhibit Center, displaying publications and telling of NEA services. In addition, 44 state and other affiliates had booths.



VOTING MACHINES: For the first time in NEA history, voting machines—40 of them—were used to speed the election process. Delegates needed but a minute or two in the booth to cast their ballot.

HONORING PRESIDENT KENNEDY: On July 5, some 40 delegates and NEA staff members made a symbolic march to the site of President John F. Kennedy's assassination site. Above (left to right), 1967-68 President **Braulio Alonso,** 1968-69 President **Elizabeth D. Koontz,** and Executive Secretary **Sam M. Lambert** place a wreath at the spot.

Photo credits: Top row, left, photo and center row, left, photo–Squire Haskins. All others–Nat'l Educ. Assn. photos (Salisbury).

WELCOME TO TEXAS: An estimated 12,000 delegates, exhibitors, and guests attended the NEA Convention in Dallas. Major sessions were held in the Dallas Memorial Auditorium (above), which was in walking distance of many delegates' hotels. Shuttle buses brought others in from farther hotels. At left, above, is the NEA audience at the opening session July 2.

NEA Is an Active, Alert Giant Backing Education for All —1967-68 President Alonso

"NEA is an aroused, active, alert giant concerned deeply about teaching and children, moving and acting to help provide the greatest possible educational opportunity for all of the children of all of the people," NEA 1967-68 President Braulio Alonso told delegates at the opening session of the 106th NEA Convention.

"The organized teaching profession has made its choice," the NEA President said. "We have aligned ourselves with today's realities and with the demands for a better future. We have aligned ourselves against yesterday's myths about education and about our profession, and we are aligned against yesterday's limitations on our services to society.

"For too long," Mr. Alonso said, "we have not really told the public what is needed for schools. Quality education is too nebulous a term. If we mean a library that meets ALA standards, let's say so; if we mean classes in advanced math or remedial math, let's say so. Let's tell the public the truth about inadequacies in every area. The time has come to tell it like it is."

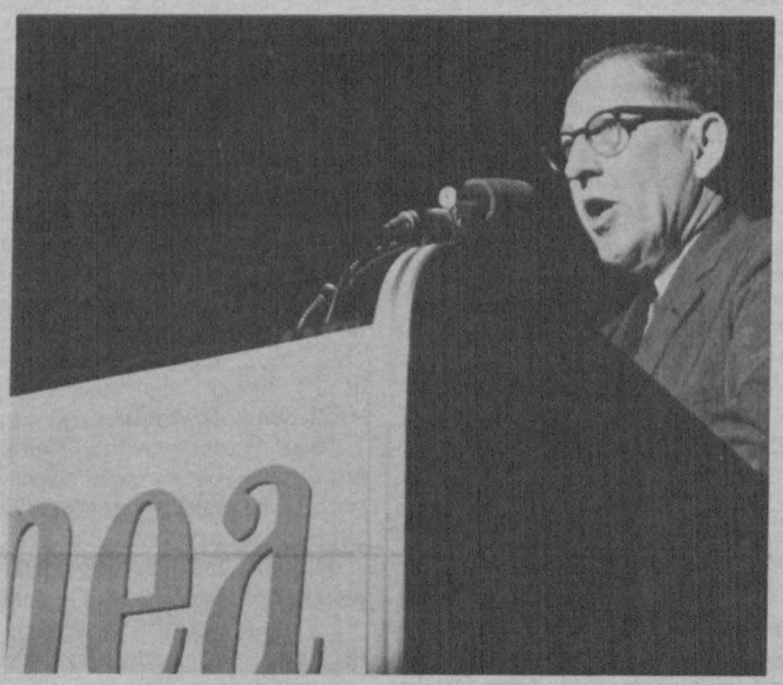
The outgoing NEA president also said that "the problems of education are mixed up with other problems. One can't be solved without affecting the others.

"Today finds the NEA strong and growing stronger," he said, "and it finds the NEA ready. The times call for us to add the strength of unity to the strength of numbers. Acting together, we *can* insure that every educator in this nation receives the respect he deserves as a member of our profession and as a human being. We *can* insure that the schools of this nation will prepare every child to live with self respect and the respect of others. If we choose to do this, we will render to our profession, and to our country, the greatest service in our power."

He concluded: "This is our commitment to action."

Strong--Committed to Action

and Con-
ere. Several
cutive Sec-
utive secre-



MEMBERSHIP REPORT: NEA Associate Executive Secretary **Allan M. West** reported to the Convention that NEA's membership this year hit 1,081,660, a new high. The giant stride, he said, resulted from one of the largest one-year gains in NEA history—53,204 members.

the first time in
s—40 of them—
on process. Dele-
two in the booth

thers–Nat'l Educ.

HONORING PRESIDENT KENNEDY: On July 5, some 40 delegates and NEA staff members made a symbolic march to the site of President John F. Kennedy's assassination site. Above (left to right), 1967-68 President **Braulio Alonso,** 1968-69 President **Elizabeth D. Koontz,** and Executive Secretary **Sam M. Lambert** place a wreath at the spot.

Senator Yarborough Urges NEA To Back Post-Secondary Grants

Sen. Ralph W. Yarborough (D-Tex.), speaking at the 106th annual NEA Convention, meeting in his home state, urged the Association to back him in efforts to provide grants to students in post-secondary schools. Speaking on July 5 in Dallas, the Senator said: "We are shackling future generations with the cost of educating this one.

"It is time that America took a fresh look at post-secondary education—the benefits it confers and the costs it exacts —and time to decide whether our current system of financing it is obsolescent, inadequate, and inequitable," he said. "Today the only way a low-income, or even a middle-income, student can attend college is by going into debt."

Senator Yarborough said that it is our responsibility to do whatever needs to be done to make post-secondary education available to all. And, he said, "I suggest that what needs to be done is to provide outright grants to students embarking on post-secondary educational ventures."

He called on NEA to use its power to back legislation providing such grants. "Just as the individual teacher affects eternity because he never knows where his influence stops, I think the collective teachers—the NEA—never know where their influence stops," he said.

Senator Yarborough also thanked NEA for its efforts on behalf of the Bilingual Education Act, which he is backing. "I am struggling to obtain funding" for this act now, he said. "The point though," he added, "is that if it hadn't been for the National Education Association I wouldn't be in the middle of this struggle right now. The Bilingual Education Act would still be a dream, and not a law that we can fight for."

Task Force Urges NEA Added Role In Higher Education

The NEA Board of Directors, meeting in Dallas, approved an NEA task force report on higher education calling for additional Association investment in that area. NEA now allots about $300,000 a year to its higher education affiliates.

The five-member task force also recommends that the Association select an "in-house" planning team to recommend goals and structure. NEA's largest unit in this field, the 24,000-member American Association for Higher Education, and all other appropriate NEA affiliates would be represented.

In suggesting the "family" team, the task force notes that every organization serves a public, and that here the public is higher education, which requires approaches different from that used in elementary and secondary schools.

The "changing perspective about teacher rights" is one vital area that planners must keep in mind in mapping the way for the Association, the report emphasizes. This situation will have an impact on higher education, it adds, as it already has had in the elementary and secondary school sector.

NEA $6 Billion Bill Now in Both Houses

Shortly after Senate introduction of the $6 billion NEA general federal aid bill on April 29, Rep. Arnold Olsen (D-Mont.) introduced an identical measure in the House. Noting that the program would become effective in fiscal 1970, Mr. Olsen said: "It is my purpose to present this bill at this time, hoping that hearings can be held, so that the legislation can be enacted and available for implementation when the fiscal climate becomes more favorable. . . . Certainly education must be among the first orders of business to which we address ourselves."

NEA Backs Charges of Fraud In Kansas City; AFT Admits Substitution Made in Telegram

On July 15, NEA's chief counsel, Robert Chanin, represented the Kansas City Education Association at a special hearing set by the American Arbitration Association to consider charges affecting the validity of the June 6 representation election won by the Kansas City teachers union with a roughly 200-vote margin. AAA scheduled this hearing on the heels of KCEA's charge of fraud against the union. The charge was publicly released on July 2, in Dallas, by KCEA's president, Joe Crane. The grounds for the charge were that at the 11th hour, on the eve of the election, the Kansas City union had distributed reprints of a "telegram" purported to have been sent by Rev. Ralph David Abernathy, president of the Southern Christian Leadership Conference, supporting the local union in its campaign to win representation rights for the city's roughly 3,000 teachers.

However, Rev. Abernathy flatly denies having sent or authorized any such telegram. In a June 14 communication to NEA, Rev. Abernathy specifically stated, "Any such telegram is false and truly unauthorized. . . ."

On July 3, the day after KCEA's charges and quotes from Rev. Abernathy's written denial hit the press across the country, any possible doubt about knowingly "fraudulent use" of a "purported telegram" was apparently cleared up beyond question by union leaders themselves. The July 3 *Kansas City Star* quoted the following statements: "Louis T. Hurt, president of the KCFT . . . explained that the document being questioned was a reproduction of a telegram . . . supporting the Pittsburgh Federation . . . (and that) The AFT national office cleared me to use the same endorsing statement. . . ."

The *Star*'s story went on: "Robert Crosier, national representative for the federation . . . indicated that the alleged substitution of 'Kansas City' for 'Pittsburgh' in the document was cleared by the national office."

KCEA has requested that the city's board of education withhold recognition of the union pending the outcome of the hearing before the American Arbitration Association.

Sessions on Many Topics Spark Convention Week

In addition to the sessions of the NEA Representative Assembly, dozens of other meetings were held during Convention week in Dallas. A few excerpts from these sessions follow.

White Schools, Black Revolution

"The bell that tolls for the child of the Negro ghetto tolls for his teacher too. The child that hangs from the noose of inner-city education means the death of democracy for all Americans.

"It is wrong to drive away from a ghetto neighborhood on the weekend and forget that it exists until the following Monday. It is right to be involved. It is right to be committed. It is right to say what you believe and act upon it.

"This is what 'professionalism' ought to mean from this day onward for all of us, as citizens and teachers." *—Author Jonathan Kozol, at the Magazine Showcase, July 4.*

The Future of School Administration

"John Gardner has pointed out several times the heartache, bitterness, and anger that occur when high hopes turn sour. In the future, I see a significant responsibility for us as administrators to bring into balance the aspirations of all our many publics and the means to their achievement. Such matching of aspirations and means to their achievement calls for sensitivity—the capacity to understand and respond to aspiration—and organizational skill—the dexterity of mind and action sufficient to construct and perfect the means to their achievement." *—Professor Luvern L. Cunningham, College of Education, Ohio State University, at a joint session of NEA departments, July 1.*

Drug Abuse—Escape to Nowhere

"The disturbing part of the drug problem today is that we have so much going for us, yet we are using our advantages so poorly.

"Our failure is illustrated daily by the mushrooming statistics of crime, divorce, traffic accidents, and drug abusers. Are we failing because we are not doing enough, or are we not doing it the right way? In truth, we may be failing on both counts. We will continue to fail in the field of education, crime prevention, and social rehabilitation as long as we believe these problems can be delegated to groups of professionals and then forgotten. Our educators, law enforcement officials, and social agencies cannot meet this challenge alone. We will never do enough until we direct all our capacity at solving these sicknesses in our society." *—Donald K. Fletcher, manager, Distribution Protection, Smith Kline & French Laboratories, at an open forum, July 3.*

Education in the 1970's

"It is not enough that we keep up with our rapidly changing society with its multi-revolutionary trends. We, as educators, must stay a generation or two ahead of the times. We must plan ahead and be ready with the right questions, the right answers, the right tools. . . .

"Education will make progress when teachers have a chance to return to their first calling: philosophy. For indeed teachers should not be dispensing knowledge but holding dialogues with students.

"Further, we must not confuse schooling and education; the schools are only a part of the educational process." *—Ole Sand, director, NEA Center for the Study of Instruction, at a press conference, July 5.*

American Education in 1984

"Schools of tomorrow will be characterized by two words—'more' and 'better.'

"More people are going to be teachers, but they won't be only 'classroom' teachers as we know them today. They will be job teachers, recreation teachers, health teachers, how-to-get-along-better teachers, and so on. We will become a nation of teachers and because of our helping relationships with each other, we will be a better people." *—Robert M. McClure, associate director, NEA Center for the Study of Instruction, at an open forum, July 3.*

Treatment of Minorities In the Mass Media

"While we wait, America crumbles.

"At a recent meeting we discussed how the image of debased, demoralized minorities can be changed. We agreed that motivation, conviction, the values men live by . . . have been denied minorities because of their treatment in the mass media.

"Can we expect minorities to work assiduously to build and create a society that does not recognize them? Our ultimate responsibility, our immense task is to inculcate in the minorities a sense of their own nobility." *—Velma Farrow Roland, chairman of the North Carolina Teachers Association PR&R Commission, at a session on the civil and human rights of educators, July 4.*

Teacher Power Key to Change, Lambert Says

"Today's teacher intends to be the agent of change, not the victim of change," Sam M. Lambert, NEA executive secretary, told NEA Conventioneers in Dallas. "No longer are we waiting for something to happen; we are making it happen," Dr. Lambert said in his first report as NEA executive secretary.

"We can throw away the textbooks on how to change education," he said, "because the profession is writing its own. Its title may well be 'Teacher Power: Key to Change.'

"Organized for action and change, teachers can literally move America, in Robert Frost's words, 'from where she is to where she ain't,' " he said.

Dr. Lambert reported to the Convention on the role that NEA had played in the past year. He told of the Association's strong stand in Florida and of what the profession won there. "We reversed a 10-year trend of educational neglect and decay," he said; "we increased the financial outlays for education by at least $2,000 per classroom; we learned how to deal with the small but tightly knit power structure that can control the hopes and aspirations of an entire state.

"Florida, fellow teachers, was one of the biggest 'show-and-tell' demonstrations in the history of education.

"The profession in Florida came out of the battle with some painful scars," he said, "but they emerged stronger than ever."

Dr. Lambert also reported several internal NEA changes. He told of the NEA priorities project, a new system of programed budgeting, and of a major reorganization of the NEA staff. He introduced the two new associate executive secretaries—Allan M. West and Cecil J. Hannan—as well as deputy executive secretary Lyle Ashby to the Conventioneers. He also introduced other members of the staff cabinet, including Samuel Ethridge, newly appointed assistant executive secretary for human relations.

Official Actions Regarding Unsatisfactory Educational Conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Florida Education Association	Public Schools in 51 Florida counties*
• Idaho Education Association	Idaho Public Schools
• National Education Association	Public Schools in 51 Florida counties*
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Carlynton School District
• Pennsylvania State Education Assn.	Erie Public Schools
• Texas State Teachers Association	South San Antonio Independent School District

*NEA and the Florida Education Association have lifted sanctions on 16 of Florida's 67 counties because the school systems have cooperated in resolving local problems in the wake of mass resignations of the state's teachers last February.

The Maine Teachers Association lifted sanctions from the Sumner-Buckfield-Hartford School District on June 21. Following a court action, MTA lifted sanctions from the Lincoln School District on June 27.

The Pennsylvania State Education Association on June 14 lifted its statewide sanctions against the governor and the state's General Assembly. The action came on the heels of the signing of a $44.7 million teacher salary bill by Gov. Raymond P. Shafer.

On June 14 PSEA also ended a sanction alert on the Palmerton Area School District following a mutually negotiated resolution of the conditions that prompted the alert.

The Vermont Education Association removed sanctions from the Fletcher Public Schools on July 15 after conditions there were improved.

Dallas Officials Apologize for Racial Incident

DIPLOMAT AND SENATOR: Sen. **Ralph Yarborough** (D-Tex.) was an NEA Convention speaker on the day Dallas officials appeared before the Assembly to apologize to African diplomat **Mooki Vitus Molapo** (left). Mr. Molapo and Senator Yarborough met in the Convention press room and chatted about the incident. Later, Mr. Molapo said he was satisfied with the apologies he received from Dallasites. He said he had never run into such a situation elsewhere in the nation and that he considered the incident closed.

NEA Protests Discrimination Against African Diplomat Who Is Denied Bar Service

Dallas officials came before the NEA Representative Assembly on July 5 to apologize for a discriminatory racial incident involving an African diplomat. The apology came after NEA had filed a protest to the U.S. State Department and threatened to file a $100,000 civil suit against the parties concerned.

The incident began when Mooki Vitus Molapo, First Secretary of the Embassy of the Kingdom of Lesotho, was refused service at Jolly's Place, a tavern in downtown Dallas. Mr. Molapo, an NEA guest at the Convention, reported the incident to Association officials, including Samuel B. Ethridge, who had just been named to head NEA's Center for Human Relations.

Mr. Molapo reported that he was denied service by a waitress at Jolly's Place, who told him: "Can't you see that you're black? We don't serve blacks—it's against the law."

Sincere Regret

The president of the Dallas Chamber of Commerce told the Representative Assembly that he wished "to make a deep and sincere expression of regret. We are really proud of the great progress we've made in Dallas in practically all areas of our services, including restaurants, hotels, and other facilities." An official apology was also presented on behalf of the city's mayor.

One day later, NEA Executive Secretary Sam M. Lambert announced to the Assembly that the owner of the tavern had also expressed his regrets and apologies to Mr. Molapo, Mr. Ethridge, and to all other guests and delegates embarrassed by being refused service in his establishment.

Then, to the cheers of the Assembly, Dr. Lambert reported: "He has assured us that he will now and in the future serve all persons, regardless of race, creed, or color."

Mr. Molapo said he was satisfied with the apologies. "I sincerely believe that what these gentlemen said was from the bottom of their hearts," he said, adding, "the incident is closed."

NEA Affiliates Negotiate for 4 of 5 Covered By Agreements

An NEA survey released during the Dallas Convention reveals that nearly four out of five teachers and other professionals in public school systems having teacher-school board negotiation agreements are represented by NEA affiliates rather than by teacher unions or independent groups. The survey, made by the NEA Research Division, covered more than 7,150 school systems with enrollments of 1,000 or more.

The report shows that the 643,268 personnel represented by NEA affiliates are 79.3 percent of all professional employees represented in the systems with negotiation agreements, an increase from 77.7 percent in 1966-67. On the other hand, the 162,362 persons represented by the American Federation of Teachers, AFL-CIO, in 1967-68 are 20 percent of the total represented personnel. The previous year the AFT percentage was 21.8. A few systems are represented by independent or mixed groups.

52.1% Under Agreements

More than half (52.1 percent) of the instructional staff covered in the survey are employed in systems with negotiation agreements. Only 41.5 percent were in such systems in 1966-67, the report says.

The 909,976 instructional staff members in systems with agreements in 1967-68 compares with 648,322 a year earlier, an increase of about 40 percent.

An estimated 42 percent of the instructional staff in all public schools, including the small systems not included in the recent survey, are now employed in systems with negotiation agreements, according to the Research Division.

Robert H. Chanin, NEA's chief counsel for school board-professional staff relations, pointed out that the adoption of negotiation agreements has increased dramatically for several years and there are no indications of a change in trend.

"NEA is pleased by the progress in this significant area," Mr. Chanin said, "and proud that our affiliates are leading the way."

The NEA attorney noted that the Association is aiding teachers, researchers, school system officials, and other interested persons throughout the nation by providing consultation on negotiations and by maintaining a comprehensive system of information storage and retrieval on existing agreements and contracts.

Sidelights, Social Life Add Delight to Week Of NEA Conventioneers

Colorful and social sidelights to an otherwise strictly-business NEA Convention intrigued the delegates and their families. Campaign buttons for members running for NEA office were pinned on shirts and blouses alike. Balloons, straw hats, berets, cowboy hats, vests, scarves, yellow jackets, signs, pictures—you name it—all shouted in behalf of favorite candidates to be voted on at the end of the week. Democratic and Republican convention planners could have taken lessons.

A dozen beautiful young ladies dressed in ante-bellum costumes touted Charles Deubel for president-elect. They were known as Belles for Deubel, and they charmed visitors to Deubel's New York State headquarters booth. Their counterparts in George Fischer's Iowa booth were led by Miss Iowa of 1967 and several attractive young ladies dressed in gold suits and wearing blue string ties bearing the name of their candidate.

Headquarters Booths

The other states and possessions—44 of them—had headquarters booths advertising their educational and other wares. Flowers, pieces of petrified wood, maps, and other reminders of the states were handed out by delegates in many of the booths.

Education associations representing Ohio, West Virginia, and Puerto Rico won Willard E. Givens Trophy Awards for most effectively interpreting, in their state exhibits, some phase of the educational program. The trophies are named in tribute to Dr. Givens, NEA executive secretary from 1935 until 1952.

Other side shows included the NEA Exhibit Center displaying publications and telling about NEA services by means of movies, slide shows, and tape recordings. Also in the huge exhibit center were about 150 commercial exhibits including the latest in school equipment and supplies—everything from books to computers to gym equipment. A special feature this year was the Combined Book Exhibit, containing 1,974 books selected by 86 different publishers from among their recent offerings for children from nursery school through senior high school.

Although Convention social functions were varied, they had at least one thing in common: long lines.

On Wednesday evening—Friendship Night—the long four-abreast line stretched from one end of the big Adolphus Hotel lobby to the other as Conventioneers filed up the stairs into the mezzanine ballroom to greet the president, executive secretary, and candidates for NEA office.

On Thursday evening—Classroom Teacher Night—the long colorful line of Conventioneers in informal attire stretched several city blocks as they moved into the Women's Building at State Fair Park for a typical Texas barbecue—hickory-smoked beef and pork ribs, cole slaw, ranch beans, and sour dough biscuits. Red neckerchiefs with wooden holders in the shape of the great state of Texas transformed even Brooklynites into cowboys and cowgirls for the evening. The Melody Ranch Hands provided appropriate dinner music.

After the barbecue, the line led to the Coliseum for the championship rodeo. Demonstrations of bull wrestling, calf roping, fancy riding, racing, and square dancing on horse back were noisily enjoyed by the NEAers. One feature of the evening was Nelson Gallaway on his horse Rico, who danced the fandango, bossa nova, waltz, and even did a dance called the Tijuana Stripper. NEA President Braulio Alonso and ACT President Ruth Trigg and other ACT officials were part of a grand parade which started the rodeo.

On Saturday night—Reception for New Officers—the not-quite-so-long line greeted the newly elected officers—president-elect, treasurer, and two new members of the Executive Committee—in the ballroom of the Adolphus Hotel. By this time, some of the delegates had left for home, trying to remember the details of an unusually busy and productive Convention.

And the weather during the Convention was just about what the efficient local planning committees had ordered—sunny skies, gentle breezes, and only a slight trace of rain early in the week. But, after all, it was Texas in July with 90-degree temperatures, and the weary Conventioneers, who had socked it to 'em all week, left at the end of the week as confirmed believers in the wonders of air-conditioning.

DeKalb (Georgia) Association Temporarily Suspended By NEA Executive Committee

On July 7, the NEA Executive Committee temporarily suspended the DeKalb (Georgia) Education Association and voted to give the affiliate an opportunity to show cause why it should not be censured, suspended, or expelled.

A special investigative committee of the NEA Professional Rights and Responsibilities Commission recommended that conduct of the DeKalb association be referred to the Executive Committee to determine if disciplinary action was needed. The PR&R committee, in a report titled "DeKalb County, Georgia: A Profile of Paternalism in Public Education," also makes recommendations concerning the DeKalb County public school superintendent. These recommendations could result in action being taken by an appropriate school administrative agency.

The report charges, moreover, that the DeKalb County board of education has neglected its public responsibility. It urges that the seven-member board formulate policies immediately to protect the rights of educators in the county.

The PR&R report states that "unfair and arbitrary personnel policies and practices" exist throughout the DeKalb County school system, stemming from "autocratic and repressive administrative practices" and "intrusion of school officials into the affairs of the voluntary professional organizations." The report also charges "exploitation of public trust to influence school board elections."

Personnel problems in the county are fostered by the absence or inadequacy of policies dealing with recognition of professional organizations, methods of forming personnel policy, grievance processing, tenure, teacher evaluation, personnel reassignment, demotions, and delineation of professional rights, the report says.

Interference, restraint, and coercion have been used against teachers and principals who have been active in professional associations such as the NEA, the report charges. The committee found a number of cases where teachers and principals who had been dismissed or asked to resign were given no hearing and allowed no appeal procedure. "There is no professional association channel for grievance relief," the report says, "and very little evidence of awareness that such machinery is needed."

The report concludes that "administrative power in the DeKalb Public Schools is uniquely secure from restraint; the superintendent's decision-making authority is untouched by any of the checks and balances that characterize a democratically functioning organization. Neither the professional organization of the district, nor the Board of Education as the representative of the public, plays more than a nominal part in shaping the policies of public education in DeKalb County."

ROOM FOR 7,000-PLUS: Delegates to the 47th Representative Assembly of the National Education Association found ample space in Dallas Memorial Auditorium. Shown above is the opening Assembly session on July 2. At business meetings during the week, delegates were seated by state. Fourteen microphones, each linked to the podium by telephones, gave delegates opportunity to speak in turn on issues before the floor. Several state delegations were outfitted in distinctive dress: Michigan's delegates wore white straw skimmers touting native-son Nelson Kreuze for NEA treasurer; Nebraskans wore red and white vests; Iowans wore gold vests and pins urging "Let George Do It," promoting the candidacy of Iowa's George D. Fischer for NEA president.

NEW OFFICERS . . .

(Continued from page 1, column 1)

Committee, and Board of Directors follows (names of new or re-elected directors are preceded by an asterisk):

♦ *The Representative Assembly elects the president, vice-president, and treasurer. The Executive Committee has eleven members; five are the chief officers of NEA, four are elected by the Representative Assembly, and two by the Board of Directors. The Board of Directors consists of one member from each state, commonwealth, the District of Columbia, and the Overseas Education Association; an additional director is allowed for each 20,000 NEA members.*

The term of office is indicated in parentheses following the name.

Executive Officers

Elizabeth D. Koontz, *pres.*, special education teacher, Price Junior-Senior High School, Salisbury, N.C.

George Fischer, *vice-pres. (pres.-elect)*, teacher, Des Moines, Iowa.

Braulio Alonso, *immediate past pres.*, educator, Tampa, Fla.

Sam M. Lambert, *exec. secy.*, 1201 16th St., N.W., Washington, D.C.

Lyle W. Ashby, *deputy exec. secy.*, 1201 16th St., N.W., Washington, D.C.

Nelson Kreuze, *treas.*, federal projects dir., Calhoun Intermediate School District, Marshall, Michigan.

Executive Committee (Directors, Ex Officio)

Elizabeth D. Koontz, *pres.*, NEA.

George Fischer, *vice-pres.*, NEA.

Braulio Alonso, *immediate past pres.*, NEA.

Nelson Kreuze, *treas.*, NEA (1971).

Clarice Kline, *chm.*, Bd. of Trustees, NEA, teacher, Waukesha High School, Waukesha, Wis. (Until the Charter change calling for elimination of the Board of Trustees is enacted by Congress.)

Helen Bain, speech and English teacher, Cohn High School, Nashville, Tenn. (1969).

Helen E. Krause, teacher, Northeast High School, Lincoln, Nebr. (1969).

Mabel M. McKelvey, social studies teacher, 164 Pine St., Berlin, N.H. (1969).

Donald Morrison, teacher, San Diego, Calif. (1970).

David E. Schulz, vocal music teacher, J. I. Case High School, Racine, Wis. (1970).

Wade Wilson, acting pres., Cheyney State College, Cheyney, Pa. (1970).

Board of Directors

Alabama: *Frank Newell, dir., Gadsden Center, U. of Ala., Gadsden (1962-71); S. J. Whisenhunt, prin., Cobb High School, Anniston (1964-70).

Alaska: *Hollis P. Harrison, teacher, Jane Mears Junior High School, Anchorage (1968-71).

Arizona: Maria L. Urquides, dean of girls, Pueblo High School, Tucson (1964-70).

Arkansas: Maxine Chapman, classroom teacher, Belle Point School, Ft. Smith (1964-70).

California: Richard D. Batchelder, exec. secy., California Teachers Association, Southern Section, Los Angeles (1967-69); Wilbert V. Bolliger, teacher, Ganesha High School, Pomona (1965-69); *Vincent G. Lamb, supt. of adult basic education, San Lorenzo (1968-70); Donald Morrison, teacher, 8622 Frazier Dr., San Diego (1966-69); *Hans Nygaard, exec. dir., Santa Clara Teachers Assn., Santa Clara (1968-69).

Colorado: John Goodspeed Stuart, supt. of schools, Adams Co., 6041 Ivanhoe St., Commerce City (1967-70).

Connecticut: Ella E. Rice, mathematics consultant, Fairfield Public Schools, Fairfield (1967-70).

Delaware: *William A. Richey, science teacher, Warren Jr. High School, Wilmington (1968-71).

District of Columbia: Helen E. Samuel, consultant on professional negotiations and legislation, D.C. Education Association, Washington, D.C. (1954-69).

Florida: *E. Sullivan Culver, DCT coordinator and teacher, Mays High School, Miami (1968-71); Doris C. Lewis, mathematics teacher, Vero Beach High School, Vero Beach (1967-70).

Georgia: Zach S. Henderson, consultant on teacher education. Board of Regents, Chancellor's Office, Statesboro (1966-69); *R. J. Martin, prin., Ballard Hudson High School, Macon (1968-71).

Hawaii: Hubert V. Everly, dean, Teachers College, University of Hawaii, Honolulu (1964-70).

Idaho: *L. E. Wesche, prof. of ed., Northwest Nazarene College, Nampo (1968-71).

Illinois: Clifford H. Sweat, prin., Lincoln Jr. High School, Park Ridge (1963-69); *Mel Swiedarke, teacher, Tefft Sr. High School, Elgin (1968-71); *Donald Thomas, supt., School District No. 59, Elk Grove Village (1968-71).

Indiana: Herschel C. Heritage, teacher, Alexis Coquillard School, South Bend (1966-69) *Donalda Tillett, teacher, Lincoln Elementary School, Peru (1965-71).

Iowa: James A. Harris, teacher, Callahan Jr. High School, Des Moines (1966-69); Walter Schnelle, prin., Longfellow Elementary School, Iowa City (1967-70).

Kansas: *Helen Case, teacher, Sr. High School, Eldorado (1965-71); Theodore R. Palmquist, dir. of federal projects and data processing, Turner Unified School District No. 202, Kansas City (1963-69).

Kentucky: Virginia Murrell, music teacher, Bellevue Public Schools, Bellevue (1963-70); T. K. Stone, supt., Elizabethtown (1960-69).

Louisiana: *N. B. Hackett, exec. secy., Teachers Retirement System of Louisiana, Baton Rouge (1965-71).

Maine: Perham L. Amsden, prin., Union Street Junior High School (1967-70).

Maryland: *Thomas G. Bush, specialist, instructional materials, Baltimore City Public Schools, Baltimore (1965-71); Elmer T. Hawkins, prin., Chestertown Middle School, Chestertown (1964-70).

Massachusetts: *Mrs. Helen Mara, asst. prof., State College of Salem, Salem (1968-71).

Michigan: *Boyd Bosma, teacher, Pearson Jr. High School, Detroit (1968-71); *Nelson Kreuze, federal projects dir., Calhoun Intermediate School District, Marshall (1965-71); Lucile P. MacArthur, mathematics and science dept. head, Cheboygan High School, Cheboygan (1964-70); *Raymond Safronoff, teacher, Northwood Elementary School, Royal Oak (1968-71).

Minnesota: *Nicholas E. Duff, teacher, Minnetonka High School, Excelsior (1968-71); A. J. Kramer, physical education teacher, 312 7th Ave., N.E., Roseau (1967-70).

Mississippi: *C. E. Hayman, supt., Amory (1965-71).

Missouri: Mildred Leaver, dir. of elementary resources media and teacher, Rolla Public Schools, Rolla (1964-70); Julia B. Schmidt, retired prin., St. Louis Public Schools, St. Louis (1961-69).

Montana: Wallace O. Forsgren, dir. of instruction, Willson School, Bozeman (1967-70).

Nebraska: *H. Lee Dierks, teacher, Ralston High School, Ralston (1968-71).

Nevada: Marian R. Conrad, teacher, Robert H. Mitchell Elementary School, Sparks, (1966-69).

New Hampshire: Mabel M. McKelvey, teacher, Berlin Junior High School, Berlin (1952-70).

New Jersey: *Everett C. Curry, dir. of federal aid, Atlantic Highlands (1968-71); James M. Lynch, Jr., Board of Directors, Glassboro State College, Glassboro (1968-69).

New Mexico: James D. Stewart, teacher, Hobbs Municipal Schools, Hobbs (1967-70).

New York: *Catharine O'C. Barrett, teacher, Croton School, Syracuse (1965-71); James A. Cullen, educational consultant, Bronxville (1948-69).

North Carolina: *Bert Ishee, asst. supt., Fayetteville City Schools, Fayetteville (1961-71); John Harding Lucas, prin., Hillside Senior High School, Durham (1961-69).

North Dakota: *Roger L. Kolsrud, dir. of music, Mayville (1968-71).

Ohio: Dickinson T. Guilder, asst. supt., West Carrollton City Schools, West Carrollton (1966-69); Helen Lybarger, teacher, Clay Elementary School, Oregon (1967-70); *Don McIlroy, consultant, Lorain Co. Supplementary Educational Center, Elyria (1965-71).

Oklahoma: Juanita Kidd, counselor, Putnam City High School, Oklahoma City (1967-70).

Oregon: Merlyn W. Smith, classroom teacher, 3014 W. 18th Ave., Portland (1967-70); Lucy Ellen Wessling, teacher, Parkrose School, Portland (1964-69).

Overseas Education Association: *Darrel L. Poling, teacher, Oslo American Dependent School, Oslo, Norway (1968-pro tem).

Pennsylvania: *Henry C. Messinger, field rep., Pennsylvania State Education Association, Allentown (1968-71); A. Clair Moser, acting exec. secy., PSEA, Harrisburg (1963-69); *Henry J. Stoudt, admin. asst., Huntingdon Area Schools, Huntingdon (1965-71); Jane P. Walker, mathematics teacher, Clairton (1964-70).

Puerto Rico: José Joaquin Rivera, coordinator, Latin American Relations, Hato Rey (1944-69).

Rhode Island: *Arnold Durfee, teacher, West Barrington Jr. High School, Barrington (1968-71).

South Carolina: Gladys Robinson, guidance dir. and classroom teacher, Lancaster Sr. High School, Lancaster (1954-69).

South Dakota: Ellen M. Lee, prin., Wilson Elementary School, Rapid City (1966-69).

Tennessee: William A. Lewis, Jr., speech and English teacher, Oak Ridge High School, Oak Ridge (1967-70); Donald G. Sahli, exec. secy., Tennessee Education Association, Nashville (1963-69).

Texas: Louise Emmett, admin., Follow-Through Program, Ft. Worth Public Schools, Ft. Worth (1966-69); *Elizabeth Little, librarian, Mary Carrol High School, Corpus Christi (1968-71); James F. Malone, supt., Pampa I. S. D., Pampa (1967-70).

Utah: *Carl J. Mellor, teaching prin., Alpine Elementary School, Alpine (1968-until successor is elected in Oct. 1968).

Vermont: *John Barry, asst. supt., Bellows Falls (1968-71).

Virginia: *Edwin M. Betts, Jr., prin., Petersburg High School, Petersburg (1968-71); John B. Madden, prin., John Marshall High School, Richmond (1966-69).

Washington: James R. Nelson, vice-prin., Kirkland Junior High School, Kirkland (1967-70); Gerald L. Saling, prin., Hutton Elementary School, Spokane (1966-69).

West Virginia: John F. Montgomery, pres., Greenbrier College, Lewisburg (1964-70).

Wisconsin: *David E. Schulz, vocal music teacher, J. I. Case High School, Racine (1965-71).

Wyoming: Donald Blakeslee, guidance counselor, Rawlins Public Schools, Rawlins (1967-70).

Member Emeritus: *F. L. Schlagle.

Life Director: Charl O. Williams, Potomac Plaza Apts., 2475 Virginia Ave., N.W., Washington, D.C. (Former presidents of the Association elected prior to July 1, 1937, serve as ex officio members of the Board of Directors).

NEA president stresses human rights

NEA President Elizabeth D. Koontz displays a copy of the report of NEA's Task Force on Human Rights during a session of the Assembly of Delegates of the World Confederation of Organizations of the Teaching Profession. Mrs. Koontz was chairman of the NEA delegation to the 1968 annual assembly, held in Dublin, Ireland. Among NEA delegates were Braulio Alonso, immediate past president; George D. Fischer, president-elect; Thelma Davis, past member of the NEA Executive Committee; Irvamae Applegate, past president; Sam M. Lambert, NEA executive secretary; and Lyman V. Ginger, former NEA treasurer. The 543 delegates from 67 countries re-elected Britain's Sir Ronald Gould as president and heard William G. Carr, former NEA executive secretary, announce that he would retire as WCOTP secretary-general in 1970. Dr. Carr also introduced the 1969 WCOTP theme, "The Role of Teachers' Organizations in Assistance to Developing Countries." The 1969 assembly will meet in Abidjan, Ivory Coast.

Colorado, Idaho, Oklahoma continue statewide sanctions

Colorado, Idaho, and Oklahoma remain under statewide sanction by their teachers associations this fall. In all three states, teachers have censured their legislatures for failing to provide sufficient funds or adequate educational programs for children and youth.

The Colorado Education Association and the Idaho Education Association imposed their sanctions in March. The Oklahoma sanctions were imposed in June, making that state the first in the nation to have twice come under statewide sanction by its teachers.

In addition to these statewide sanctions, four state education associations — in Oklahoma, New Jersey, Pennsylvania, and Texas—currently have placed specific boards or school districts under sanction. A listing of state and NEA actions concerning unsatisfactory educational conditions is published regularly in the NEA REPORTER (see page 3).

Teachers walk out in seven states

Scattered teacher strikes and withholding of services hit Michigan, Connecticut, Rhode Island, New York, Indiana, Illinois, and Utah at the opening of schools this month.

Michigan had the largest number of strikes with 15, 11 by affiliates of the Michigan Education Association. Classes in Darien and East Haven, Conn., were delayed as teachers' associations withheld services. Other association disputes were in Carbon County, Utah, and Cumberland, R.I. American Federation of Teachers strikes occurred in New York City, East Chicago, Ind., and Madison, Ill.

Issues in the strikes varied, but most centered on salaries, negotiation rights, and grievances.

nea reporter

Published by the National Education Association

Vol. 7, No. 8 September 20, 1968 Washington, D.C.

Case not closed

NEA removes sanctions against state of Florida

NEA removed sanctions against Florida on August 22, ending the Association's longest involvement in a statewide sanction action. The sanctions were removed at the request of the Florida Education Association, which lifted its own sanctions on August 16.

NEA Executive Secretary Sam M. Lambert said the sanctions had served their purpose. He called for a new era of goodwill and cooperation among Florida officials, school administrators, teachers, and the public. He urged a common commitment to keep improving education for the 1.3 million school-age children of the Sunshine State.

"Significant gains for Florida education have been won by the courageous action of more than half of all public school teachers in the state who resigned their jobs rather than continue to accept deteriorating education," Dr. Lambert said. "But the impact of concerted teacher action during the 14-month Florida school crisis has surged beyond that state's borders, influencing teacher-school board relations and other aspects of education in states and local districts across the nation."

Dr. Lambert emphasized that NEA is not stamping the Florida case closed. "NEA will assist FEA and the Florida schools in every possible way as they move ahead with their important task of educating Florida children and youth."

"We will notify major industries and businesses throughout the nation, previously warned of the school situation, that education is 'on the mend,'" Dr. Lambert said. "And we'll pass the word to teachers in other states that accepting a position in Florida is no longer a violation of professional ethics, although we will urge them to investigate the local situation before signing a contract.

"At the same time, our attorneys and other representatives will be at the side of those remaining Florida teachers who still need our help. We will not abandon any teacher whose rights have been abused," he asserted.

NEA imposed Florida sanctions in June of 1967. The sanctions, together with FEA sanctions and a statewide walkout of teachers, forced what Dr. Lambert called "important concessions for the improvement of education in Florida, including a $254 million education package."

NEA committee urges neighborhood role to help improve New Haven's schools

An NEA committee that investigated the public schools of New Haven, Conn., has recommended neighborhood advisory school boards within each district as one road to improvement of the "seriously declining" schools. Such boards could help facilitate community-school communications, the six-member special committee said. Other major suggestions by the committee concern ways to bolster school finances for New Haven's changing urban area, which has a seriously depleted tax base but greatly increased and more costly educational needs.

The New Haven study was conducted by NEA's Professional Rights and Responsibilities Commission at the request of the New Haven Teachers League. Committee chairman was Lou Virginia Graves of St. Petersburg, Fla., a classroom teacher and a member of the PR&R Commission.

Also suggested for the New Haven system, where racial violence erupted three times last winter and police had to patrol school corridors, is a citywide representative body of high school students to provide a communications channel to education officials. "If we are to have a responsible adult community," the committee's report declares, "we must present opportunities for young adults to assume responsibility.

"The discipline problem within the New Haven public schools is severe," the committee warned. "In some schools,

(See NEW HAVEN, page 8)

NEA research shows

Starting pay in large systems up 7%

The average beginning salary for teachers in large school systems is approximately 7 percent higher in 1968-69 than it was in 1967-68, according to the NEA Research Division. For step 1 of the bachelor's degree salary scale, the average is $6,069 in 1968-69, compared with $5,674 in 1967-68.

These are *preliminary* figures based on data from 134, or 78 percent, of the 171 systems with enrollments of 25,000 or more.

The lowest beginning salary in 1968-69 for a teacher with a bachelor's degree for these 134 districts is $5,040; the highest, $7,500. These compare with a range of $4,400 to $6,800 reported last year by the same group of districts, the Research Division reports.

Average increases of slightly over 7 percent have occurred also in salaries scheduled at both the minimum and maximum steps for teachers with a master's degree or with six years of college preparation. Increases averaging in excess of 8 percent were found for teachers with a doctor's degree.

The highest regularly scheduled salary reported by the 134 systems in 1968-69 is $16,000; this compares with $13,785 a year ago. Both of these maximums require the doctor's degree. At the master's degree level, maximums of $13,400 and $11,980, respectively, were reported for the two years.

Final and detailed 1968-69 salary scheduled information for districts with enrollments of 3,000 or more will appear in *Salary Schedules for Teachers, 1968-69*, an NEA Research Division Research Report in process, available in late October.

More affiliates

NEA now has the largest number of affiliated local associations in its history—8,643. This is an increase of 379 over last year.

States with the largest number of local affiliates are Michigan (609), New York (565), and California (546). There are NEA local affiliates in every state and territory except the Canal Zone, including nine in the Overseas Dependent Schools, one in Guam, one in Samoa, one in the Mariana Islands, and one in Greece.

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

The "new" REPORTER

The new look of the NEA REPORTER this fall is part of a plan to serve Association members better by improving the publications they receive. The redesigned REPORTER will carry more news and information to members through the addition of several issues, through added pages, and through the addition of features such as this page of editorial and interpretive articles. Further, the REPORTER this year will gain the skills of several special contributors (see REPORTER box at the bottom of this page). The new physical appearance of the REPORTER is due in part to the help given the staff by Edmund C. Arnold, journalism professor and publications consultant at Syracuse University, who redesigned the *Christian Science Monitor* several years ago. Members' comments on the changes are welcome.

—John D. Sullivan, NEA publisher

Lower the voting age

When an American is through high school, usually at age 18, have his teachers prepared him for American citizenship?

July's NEA Convention, by an overwhelming vote, expressed its faith in our product by urging that young adults vote at 18 instead of the traditional 21.

This change is long overdue. NEA and its affiliates can now make this a major legislative objective. It has deep implications for the schools and for the nation.

In all American history there has been no generation of young adults of any age so eager and so well qualified to participate in the decisions of local, state, and national government. One answer to the small but vocal minority of direct action nihilists among youth is to open the way to democratic action at the polls. So long as this avenue is denied, frustration and alienation ensue.

Four states have already lowered the voting age. A large proportion of the world's nations have by now set it at 18. In June President Johnson asked Congress to act for a Constitutional Amendment. Both 1968 party platforms advocate the change.

At ages 18, 19, and 20 nearly all adult responsibilities are already imposed under the law, in business, as taxpayers, as employees, as heads of new families, and in the military. It is time to stop denying these young adults the right to the ballot.

State and local education associations can act now by passing their own official resolutions in support of the NEA resolution. Then the real work must begin to convince the legislators in Washington and in state capitals of the need for early passage of this legislation.

Who better than America's educators can lead the long campaign to win full rights for 10 to 12 million young adults, ready and eager to vote?

—Robert T. Krueger, chairman, NEA Citizenship Committee

A case of fraud, a case of failure

A tale of two Missouri cities

In Kansas City, in apparent expectation of defeat, the American Federation of Teachers resorted to fraud on the eve of the June 6 election to influence enough votes to gain a margin of victory.

In St. Louis, AFT's brand new president flew in to lead picket lines in person on September 4. His trip was a dismal failure. Union leaders wanted the strike; union members did not.

KCEA calls for new election

The Kansas City story revolves around a union flyer distributed hours before the polls opened on June 6.

The flyer was a manufactured facsimile of a nonexistent telegram of support for the Kansas City Federation purported to have been sent to KCFT by Reverend Abernathy, president of the Southern Christian Leadership Conference, successor to the late Martin Luther King. When he could finally be reached, Reverend Abernathy denied having sent that wire.

With the evidence of fraud in hand, the Kansas City Education Association challenged the election and requested a hearing before the American Arbitration Association moderator who had been in charge of the election. Ultimately, a meeting was conducted by the moderator on July 15.

KCEA's president, Joe Crane, assisted by NEA's attorney, presented the evidence and asked that the June 6 election be set aside and a new election ordered. The union's lawyer argued that the moderator had no jurisdiction for "post-election proceedings." Though he could not deny that there had been no Abernathy telegram, he argued, "there is no basis under Missouri law for an election complaint based on campaign literature."

The outcome of the "hearing" was startling to teachers. In his report to the AAA dated August 27, the moderator relied on a legalistic technicality to justify his refusal to consider the merits of KCEA's complaint.

The report pointed out that *"the June 5 'flyer' was so constructed that it appeared to be a facsimile copy of a telegram that simply was not sent by Reverend Abernathy."* The report also noted that the union's claim that election complaints cannot be based on campaign literature related to political elections and was irrelevant in this case. Nevertheless, on the grounds that KCEA's protest had not been filed quickly enough, the moderator concluded with this statement: *"Other than the dictum relating to the so-called Abernathy telegram contained under the discussion of timeliness above, no further consideration of the merits of any of the complaints filed by the KCEA is necessary."*

To the layman, legal niceties notwithstanding, fraud perpetrated in June is still fraud in July and will still be fraud next July.

On the heels of the AAA report, therefore, KCEA sent an urgent letter to the Kansas City board of education which states, in part:

> While it may be argued that it was not inappropriate for Professor Haughton (the moderator) to concern himself with legal niceties in a report to the American Arbitration Association. . . . *The overriding concern of the Board of Education should be to determine whether the teachers of Kansas City were afforded a free and fair choice in the selection of a representative in the June 6 election, and Professor Haughton's Report clearly indicates that they were not.*
>
> In the interest of equity, therefore, we urge the Board of Education to request him to do so and to recommend to the Board whether or not the June 6 election should be set aside and a new election held.

At press time, a response from the board of education was awaited.

St. Louis strike that wasn't

All last year, the majority member St. Louis Teachers Association worked to secure negotiation rights for teachers. Insisting that negotiation is illegal, the board of education refuses to authorize an election or recognize an exclusive representative and is clearly set to hold out until mandated to negotiate by law. The Missouri State Teachers Association is now seeking PN legislation to get such a mandate.

Last year, the St. Louis Teachers Union had been losing members in large numbers. Among those who dropped out of the union were former union leaders who not only switched to association membership but released public statements explaining their objections to union policies and tactics.

Last spring, as SLTA upped its pressure campaign for negotiation rights, the union rushed to steal the limelight by threatening a fall strike.

SLTA planned to file a lawsuit to force exclusive recognition from the board through the courts, while working with the MSTA in preparing a PN bill and seeking support for its passage in January 1969. In addition, SLTA prepared a comprehensive sample agreement for St. Louis teachers to study in preparation for winning negotiation rights, and also made it clear that it would lead a mass withholding of services should teachers vote to support such a move.

The St. Louis union, however, had only one gambit and offered only one action program to its members—strike on school opening day to force an election. Backed by big brother AFT, though not by their own members as it turned out, the union announced that some 900 members would man picket lines on September 4.

Apparently believing they could propel St. Louis teachers into strike action as they had done elsewhere, AFT leaders confidently presented a premature strike-support resolution at their convention in August. The resolution, which stated quite positively that the St. Louis union "has set a strike date for September 4," was duly passed.

On September 3, two teacher meetings were held in St. Louis; SLTA's in the late afternoon and the union's in the evening.

Offered a choice of action programs focused on securing an election and guaranteed negotiation rights for the victor, SLTA members strongly voted down the strike option and even more strongly supported SLTA's alternative action program of legal and legislative pressure. Nevertheless, SLTA leaders made it clear that they would not urge members to become strike breakers against their will should the union teachers walk out; on the contrary, SLTA would defend any member who stayed out on principle.

At the union's meeting, AFT's new president David Selden and the local union's president confidently called for a strike to begin the very next morning. They soon found themselves battling to control a meeting that was getting away from them. First, Mr. Selden told the assembled teachers,

(See FRAUD AND FAILURE, page 7)

nea reporter

Published monthly except August (two issues in September, October and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400
Elizabeth D. Koontz .....President
Sam M. Lambert ..Executive Secretary
John D. Sullivan .....Publisher

* * * *

Prepared by the NEA Journal Division:
Mildred S. Fenner .....Editor
Walter A. Graves ....Managing Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce ..Editorial Associate

Special contributors to the REPORTER:
Sylvia Brotman .....urban information specialist, Division of Field Services
David H. Foerster .....legislative information editor, Office of Legislation and Federal Relations
Jean O. Heflin .....editorial assistant, Association of Classroom Teachers
Regina B. Parlett .....assistant secretary, Citizenship Committee

Address REPORTER correspondence to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

At a summer seminar, local and state association leaders learn how to negotiate

Teacher-school board negotiation — from concept to impasse—was the topic this summer for 150 association leaders attending the third annual National Seminar on Professional Negotiation in Public Education. Sponsored by NEA, the week-long seminar was held at the Center for Continuing Education, University of Chicago. Gary Watts, director of field services, said that the focus of the seminar was on the "nuts and bolts" of teacher advocacy. "In providing this training for local leaders," he said, "we are causing our affiliates to be more constructive in working with sophisticated and cooperative school boards. We are also, however, training them to be more aggressive and competent adversaries for the recalcitrant boards." The students heard several addresses and also met in small class groups to role-play and discuss the rough problems of face-to-face negotiation. The photo at left above shows Joanne Myers, professional negotiation chairman of the Corpus Christi (Texas) Classroom Teachers Association, motioning to emphasize a point during a classroom session. Others in the picture are Clinton L. Salter (left), of the Orange County (Florida) Classroom Teachers Association, and Donald Dickinson, field representative, Wisconsin Education Association. In the photo at right above, Mr. Dickinson makes a point. Listening are Merlin G. Meadows (left), a member of the Fairfax (Va.) Education Association negotiation team, and Joseph Robeson, negotiations chairman, Washington County (Md.) Teachers Association. A similar seminar is scheduled for 1969.

Commission alerts members to right-wing publication

NEA's Professional Rights and Responsibilities Commission this month alerted members to the publication of *Blackboard Power—NEA Threat To America,* by ultra-conservative author Gordon V. Drake.

Dr. Drake, a regular contributor to the John Birch Society journal, *American Opinion,* accuses NEA in his book of "promoting communist causes" and of indoctrinating children for a "collectivist world government." Dr. Drake also has been lecturing, writing articles, and appearing on radio programs to tell of NEA's "quest for power."

Maryland governor lauded for negotiation law support

The 30,000-member Maryland State Teachers Association this month commended Maryland Gov. Spiro T. Agnew for his support of the MSTA-backed Professional Negotiation Act of 1968.

"The 1968 PN act is one of the most progressive pieces of public employee legislation in the history of the state," Milson C. Raver, MSTA executive secretary, said. "It resulted in giving the largest public employee group in the state a full voice in the development and implementation of policies pertaining to their working conditions."

Mr. Raver's statement was issued after the Baltimore Teachers Union had criticized the governor because he had supported the teachers association in its drive to obtain a negotiation law. "The union's charge," Mr. Raver said, "is patently a case of sour grapes—they are still burning because the teachers of Maryland got the negotiation bill they wanted, not a union bill."

NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Idaho Education Association	Idaho Public Schools
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Texas State Teachers Association	South San Antonio Independent School District

The NEA and the Florida Education Association removed sanctions from the Florida public schools in August (see story on page 1).

The Pennsylvania State Education Association lifted sanctions from the Carlynton School District September 7. The school board there has met the recommendations of the PSEA Commission on Professional Rights and Responsibilities, PSEA spokesmen said.

Research reveals

Teacher shortage less severe but it still remains critical

The NEA Research Division said this month that in spite of a greater abundance of qualified teachers for the opening of schools the nation still has a critical teacher shortage.

Although the shortage of teachers is less severe than a year ago, the general picture of teacher supply and demand in public elementary and secondary schools is spotty and continues to be out of balance with the needs for the 1968-69 school year, a Research Division survey reveals.

The annual study indicates a record number of qualified potential teachers are ready to move into elementary and secondary school assignments while, at the same time, reports from state departments of education and from the nation's largest cities reveal that shortages are plentiful in many subject areas—several of them vital.

For example, because of the shortage of qualified teachers, 24 states indicated they will have to fill vacancies in special education subjects with persons who have substandard qualifications.

Further, many states will be forced to place substandard teachers in elementary schools and employ teachers with subpar qualifications in the following subject areas: mathematics, librarian, special assignments in remedial reading and speech correction, industrial arts, natural and physical sciences, guidance, trade-industrial-vocational-technical, women's physical education, and English-language arts.

The overall shortage of qualified teachers needed to achieve minimum standards of quality education is down some 30,000 over a year ago—294,800 in August 1967 as compared to 264,750 this August.

"Acceleration of recent trends toward improved school programs and improved staffing characteristics seems to be contributing to a continuation of teacher shortages in many areas," said William S. Graybeal, assistant director of research.

The late summer survey is aimed at determining the present condition of the supply and demand of teachers and it supplements the national estimates provided by the annual study of teacher supply and demand in public schools.

NEA units launch effort to halt drug abuse

The American Association for Health, Physical Education, and Recreation and the National Science Teachers Association are launching a major educational effort to help halt drug abuse among students.

The two NEA units have received a grant of $200,000 from the National Institute of Mental Health for a one-year project to develop materials for use with students in classrooms, and provide in-service education programs.

The project is a follow-up to a preliminary study of the prevalence of drug use among high school students and of the educational efforts to curb such use. The study revealed an alarming prevalence of drug abuse and raised the serious questions of whether teachers and counselors are adequately aware of the necessity of making sound approaches to drug abuse education, and whether the teachers and counselors are prepared to do so.

Student Teaching Association plans set

Workshops, conferences, and publications are among the program responsibilities of the Association of Student Teaching that will receive increased emphasis in the coming year, according to Richard Collier, AST executive secretary. AST was voted departmental status at the 1968 NEA Convention

AST is currently working with NEA's National Commission on Teacher Education and Professional Standards on a national conference with the theme, "The Role of the State Education Agency in the Development of Innovative Programs in Student Teaching." The conference, to be held October 22-23 in Baltimore, is being managed by NCTEPS and will be hosted by the Maryland State Department of Education under an ESEA Title V grant from the U.S. Office of Education.

The 49th AST conference will be held February 26-March 1, 1969, in Chicago. The theme of the conference will be "New Dimensions of Cooperative Relationships for Laboratory Experiences."

Senator autographs his book

Sen. Fred R. Harris (D-Okla.) autographs a copy of his book, *Alarms and Hopes*, for Hermine Taylor, Oklahoma City classroom teacher, during the 1968 Classroom Teachers National Conference this summer. Senator Harris spoke to the teachers on "Education and a Changing Society" during the conference.

Topic: the visual arts in the curriculum

Among the many learning sessions at the Classroom Teachers National Conference at Oklahoma State University was this one —a lecture on the role of the visual arts in the curriculum. In addition to class sessions, participants took part in seminars planned in cooperation with the National Training Laboratories Institute for Applied Behavioral Science. Conference speakers included the NEA and ACT presidents.

School board speaker

Don J. Greve, president of the Putnam (Oklahoma) City Board of Education, spoke to participants in the Classroom Teachers National Conference on the topic, "Motivation—An Important Part of Education." Mr. Putnam is board chairman, Sequoyah Carpet Mills.

ACT national conference

Teachers focus on resources for change

Classroom teachers from 47 states considered "Effective Utilization of Human and Natural Resources — Implications for Educational Change" at the Classroom Teachers National Conference July 8 through 19 at Oklahoma State University. Sponsored by the Association of Classroom Teachers, the two-week annual meeting was structured around two workshops—one on resources, employment, and education and the other on leadership development.

Some 300 conferees heard professional, political, and civic leaders discuss educational issues; worked to improve their problem-solving skills in the classroom and in the professional association; and participated in elective in-service education programs.

Conference speakers included NEA President Elizabeth D. Koontz; ACT President Bruce P. Eckman; Robert M. Isenberg, associate secretary of the American Association of School Administrators; Lt. Gov. George Nigh of Oklahoma; and Vernon V. Sisney, clinical psychologist of the Veterans Administration Hospital of Oklahoma City.

The second week of the conference was devoted to leadership training seminars planned in cooperation with the National Training Laboratories Institute for Applied Behavioral Science, NEA. In small groups, conferees observed, studied, and analyzed individual behavioral patterns and group processes.

Some 30 classroom teachers and professional association officers and staff members served as group leaders for these seminars, working under the direction of a team of NTL behavioral scientists headed by Kenneth I. Jonson, director of the NEA Mountain States regional office.

Association of Classroom Teachers adds three new positions to expand program

Three new positions have been authorized by NEA for the Association of Classroom Teachers as part of ACT's expanded program. The new posts are leadership coordinator, federal relations coordinator, and instructional projects coordinator.

The leadership coordinator will be responsible for ACT's utilization of human relations training techniques developed by the NTL Institute for Applied Behavioral Science, NEA, according to Bruce P. Eckman, ACT president.

"For over a year ACT has been building a leadership training program that we have used successfully at regional and national conferences," Mr. Eckman said. "The program focuses on group dynamics in the classroom and in the professional association. It is unique in that it trains and uses classroom teachers as members of the leadership team.

"Among the responsibilities of this position will be the designing and operation of the programs of the six ACT regional conferences so that they achieve the goals set by the ACT executive committee and advisory council," Mr. Eckman continued. "The leadership coordinator will work closely with NTL in planning and carrying out developmental activities for classroom teacher leaders and will be available on a limited basis to advise local and state classroom teacher groups.

"The federal relations coordinator will work with the NEA Office of Legislation and Federal Relations in promoting NEA legislative goals through classroom teacher action," Mr. Eckman said. "Another aspect of this position is to help classroom teachers make more extensive and effective use of federal funds available to school systems."

The instructional projects coordinator will assist classroom teachers and local associations in contributing to improvement of instruction and curriculum development. "The major focus of this position will be to work with the NEA Publications Division in producing and promoting effective use of the 'What Research Says to the Teacher' pamphlets and filmstrips," Mr. Eckman said.

David E. Bork, formerly associate secretary for field studies of the NEA Commission on Professional Rights and Responsibilities, has been employed by ACT as leadership coordinator. Prior to joining the PR&R Commission staff, Mr. Bork was a field representative in the NEA Midwest office. He has been a classroom teacher of mathematics in New York and in Minnesota. The other two posts have not yet been filled.

Other new features of the ACT program are:

- Activation of the ACT Forum, an agency to promote minority group involvement in ACT
- Placement of the Future Teachers of America program under the administration of ACT in cooperation with the National Commission on Teacher Education and Professional Standards.

Teacher award project funded

The TEPS Teacher Award Project in two Western states will be continued for a second year with a grant of $5,840 from the Sears-Roebuck Foundation. Focus of the project is to help teachers improve relationships and understanding between the school and the deprived community.

The project is sponsored by NEA's National Commission on Teacher Education and Professional Standards, the California Teachers Association, and the TEPS Commission of the Washington Education Association. It gives small cash grants of $500 to $1,000 to classroom teachers working in deprived slum areas of Los Angeles and Seattle. The teachers are selected by a committee appointed by the respective state education association.

Maehling fellowship deadline announced

Applications for 1969 Hilda Maehling Fellowships for Classroom Teachers must be filed with the Association of Classroom Teachers before November 15, ACT has announced. Grants ranging from several hundred to several thousand dollars are given annually by ACT to classroom teachers to conduct projects that will help them develop improved professional techniques or advance professional association work.

November 15 is also the deadline for applications for the Hilda Maehling Fellowships in World Affairs, a program launched on an experimental basis in 1966 and extended and expanded this year. Annual grants of $500, $100, and $50 will be made to classroom teachers to conduct, as part of their classwork, projects designed to develop in students a greater understanding of world affairs.

Projects may involve study, travel, service at state or national association headquarters, field work for some unit of the profession, or a combination of these.

Applications may be obtained from the Association of Classroom Teachers at NEA Center.

Teacher Corps study under way

A study of the Teacher Corps by NEA's National Commission on Teacher Education and Professional Standards will begin this fall. The study is being made with the endorsement of the U.S. Office of Education, which administers the Teacher Corps, and is funded by a $151,748 grant from the Ford Foundation.

Principal investigator for the two-and-a-half year project is Ronald C. Corwin, on leave from his position as associate professor of sociology at Ohio State University.

The study, according to Mr. Corwin, will concentrate on a representative sample of Teacher Corps sites and will examine:

- Selection of Teacher Corpsmen and their changing role conceptions
- Influence of Teacher Corps interns on interaction patterns among teachers and students
- Impact of the Teacher Corps on school and college teacher-training programs.

names in the news

Braulio Alonso, NEA immediate past president and former Florida educator, this month became the secretary of the NEA Committee on International Relations. The post was formerly held by **Paul E. Smith,** who died in March.

Carl V. Hodges, former superintendent of schools in Waycross, Georgia, is now executive secretary of the Georgia Education Association. Dr. Hodges replaces **Frank M. Hughes,** who became executive secretary emeritus on June 1.

The NEA Executive Committee recently apointed two members to the National Council for Accreditation of Teacher Education: **J. M. Dodson,** executive secretary, Kentucky Education Association, and **Doran Christensen,** teacher, Jefferson High School, Alexander, Minn.

Owen B. Kiernan has been appointed executive secretary of the National Association of Secondary School Principals, effective January 1, to succeed **Ellsworth Tompkins,** who is retiring. Mr. Kiernan has been Massachusetts Commissioner of Education since 1957.

Wiley L. Housewright, dean of the School of Music at Florida State University, Tallahassee, has begun a two-year term as president, Music Educators National Conference. **Charles L. Gary** has replaced the retiring **Vanett Lawler** as MENC executive secretary, and **Charles O. Moody** (consultant in social sciences for the California State Department of Education and coordinator of the department's Fine Arts and Humanities Project) has been named to the newly created post of deputy executive secretary for program development.

The NEA Executive Committee has also appointed the following to serve on the Task Force on Retirement and Teacher Mobility: **Ruth Freed,** teacher, Ocean City, N.J.; **Robert Abrams,** teacher, El Sobrante, Calif.; **J. R. Ingraham,** principal, Clinton, Iowa; **Roger Pauze,** teacher, Fairfield, Conn.; and **John Terrey,** Ellensburg, Wash.

At its meeting this summer, the NEA Board of Directors elected three new members to the NEA Budget Committee: **Helen Case** of Kansas and **John Goodspeed Stuart** of Colorado (three-year terms), and **Thomas Bush** of Maryland (two-year).

Newly appointed to the NEA Citizenship Committee by the NEA Executive Committee are **William E. Adams,** elementary classroom teacher, Baltimore; and **Patricia Gladson,** elementary classroom teacher, Florissant, Mo. Chairman this year is **Robert T. Krueger,** English teacher, Kearns, Utah.

D. W. Tieszen, member of the Joint Committee of NEA and the American Legion (dean of instruction at Central Missouri State College, Warrensburg), died in May in Warrensburg, Mo.

NEA President **Elizabeth D. Koontz** sent flowers last month to an NEA member, **Louis B. Russell** from Indianapolis, who was in a Richmond, Va., hospital as the world's 34th heart transplant.

John Lawton, field staff member assigned to NEA's Southeast regional office, has been named director of the Division of Field Services, Florida Education Association.

Carl Bair, executive secretary of the Palm Beach County (Fla.) Classsroom Teachers Association, died in August following a heart attack.

The Educators Fund Management Corporation has elected the following for terms expiring in 1971: state association executive secretaries, **Frederick L. Hipp,** N.J.; **J. K. Haynes,** La.; **Cecil W. Posey,** Oreg.; and **Kenneth P. Wells,** Iowa; and NEA executive secretary, **Sam M. Lambert,** who replaces **Robert E. Hald,** executive secretary of South Dakota Education Association.

Officers elected or reelected to the NEA Mutual Fund for terms expiring in 1971 are **Ewald Turner,** principal, Helen McCune Junior High School, Pendleton, Oreg.; **Dan Bannister,** president, Horace Mann Insurance Group, Springfield, Ill.; **Mildred Erickson,** treasurer of the EFMC and treasurer and assistant secretary of the Mutual Fund; and **Joseph Letorney,** vice-president, Teachers Services Corporation, and consultant, NEA Special Services Division. Also NEA's president-elect, **George D. Fischer,** was elected to replace **Braulio Alonso,** who resigned, for a term expiring in 1971, and NEA executive secretary **Sam M. Lambert** replaces **Irvamae Applegate,** who resigned, for a term expiring in 1969.

The NEA Department of Elementary - Kindergarten-Nursery Education has elected two members to its executive committee: **Ruth Springer,** kindergarten teacher, Cheyenne, Wyo.; and **James Larson,** elementary school principal, Sheboygan, Wisc. In July the department's president-elect, **John Greene,** director of instruction, E. Baton Rouge (La.) Parish School, became EKNE's president, replacing **Minnie Lee Rowland,** consultant in elementary education, State Department of Education, Tallahassee, Fla.

Harry Lewis, president of the NEA Department of Vocational Education, recently became president of the Brooklyn Engineers Club. He is director of trade and technical education for the New York City Board of Education.

Richard W. Cortright, director, Adult Education Clearinghouse and Special Projects of the NEA, served as consultant this summer to the first All-Africa Literacy Conference in Nairobi, Kenya. Dr. Cortright, who was elected as one of two American officers of the newly formed AFROLIT Association of Adult Education for Africa, presented several papers on literacy education at the conference and acted as chairman for the planning sessions of AFROLIT.

Anna Hyer, director of the NEA Division of Educational Technology, was unanimously selected by the 1968 Honors Committee of the International Broadcasters Society to receive its Pioneering Award at ceremonies August 30 in Hilversum, Holland.

Robert C. Snider, assistant director, NEA Division of Educational Technology, has been named a special consultant to the U.S. Commission on Instructional Technology. On loan to the commission full time this summer, he is now on half-time service.

Ella Q. Forman, immediate past Southwest regional director of ACT, has been named principal of Richard E. Miller School, newest of 15 schools in Washington Elementary District, Phoenix, Ariz.

The Governor of Nebraska has appointed **Henry E. Goebel** of Lincoln, 1963-64 president of ACT, to the 12-member Professional Practices Commission for Nebraska Teachers. Mr. Goebel chairs a subcommittee to outline operating rules for the commission.

Teachers-in-politics specialist briefed on her role

Betty Roberts, a representative in the Oregon state legislature and a candidate for the state senate, is briefed at NEA Center on her new role as TIP specialist (TIP=Teachers In Politics). Mrs. Roberts is one of 24 teachers active and knowledgable in politics who are consulting with NEA affiliates needing political advice. NEA's Citizenship Committee, which coordinates this program, hopes to supply on-the-spot help by bringing together associations needing assistance and TIP specialists near their area. Meeting with Mrs. Roberts above are John M. Lumley (left), NEA assistant executive secretary for legislation and federal relations, and Allan M. West, NEA associate executive secretary.

Teachers in politics

Five political clinics scheduled during 1968-69 school year

As part of its expanding program, the NEA Citizenship Committee has scheduled five Political Clinics for 1968-69. Three of these are a new venture—Clinics for TIPupper Classmen (TIP=Teachers In Politics), and two are the 13th and 14th in a series of clinics begun in 1964.

The first of the upperclassmen clinics is set for Eugene, Oregon, November 15-17, primarily for teachers in the Northwest states. It will include such topics as campaign techniques, analysis of voting patterns, community power structures, between-election activities, working with party platforms, and raising and spending campaign funds.

The two other upperclassmen clinics will be held, one in Cincinnati, January 17-19, and one in Overland Park (Kansas City), Kansas, March 28-30.

The more elementary clinics, the Political Citizenship Clinics, will be held in Concord, New Hampshire, December 6-8, 1968, primarily for teachers in New Hampshire, Vermont and Maine; and in Columbia, South Carolina, March 7-9, 1969, for teachers in the Southeast.

The upperclassmen clinics are a response to requests from teachers who have perhaps attended previous clinics, gotten involved in politics, and now feel the need for more in-depth study than was possible or desirable in earlier clinics. Registration is open only to those who can score, or who pledge to score by clinic time, 90 percent or more on the committee's "Quick Quiz on Politics."

Testing the interest in such clinics, the Citizenship Committee queried clinic veterans on what they had been doing since their attendance at a clinic, and asked for topics that might be included in a new program. Response was enthusiastic, and documented the fact that clinics spark back-home results.

For each of the five clinics, the Citizenship Committee encourages local or state associations to plan to register teams of three to six teachers. Experience has shown that a team effort pays off when the participants return home and begin to put the blueprints for action written during the clinic to the test.

Registrants are required to pledge full attendance at all sessions of the clinics, which begin at 2 p.m. on Fridays and close at noon on Sundays. Registration fee is $20, with discounts for teams of three or more.

For 1969

Election forms available

NEA officers to be elected at the 1969 Convention in Philadelphia June 29-July 5, include the vice-president (president-elect) and two members of the Executive Committee. Candidates who plan to run for one of these offices may obtain advance filing and publicity forms now from the Office of the Convention Coordinator at NEA Center.

The Convention Coordinator also has data sheets that may be completed and submitted for publication in *Today's Education* (NEA Journal) and the NEA Reporter. Communications should be addressed to the Office of the Executive Secretary, Attention of Lois V. Rogers, Convention Coordinator.

NEA Standing Rule 10 provides that: "Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA Reporter a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1."

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place at the first meeting of the NEA Representative Assembly, as provided in NEA bylaws, whether or not candidates file in advance.

A candidate must have been a member of the NEA for the five-year period immediately preceding his candidacy; he must also have been a member of his state and local affiliate, if such memberships were available to him, for the same period of time.

Candidates who file will receive a copy of NEA rules and guidelines for the conduct of campaigns, Miss Rogers said.

DeKalb hearing set for October

The DeKalb (Georgia) Education Association will have an opportunity on October 10 to show why it should not be censured, suspended, or expelled from NEA affiliation. The association, temporarily suspended by the NEA Executive Committee on July 7, has been invited to a hearing at that time.

The suspension occurred after an NEA Professional Rights and Responsibilities Commission report indicated that the local association had failed to serve or assert the interests of its members.

1968 politics

NEA presses federal aid before party committees

NEA spokesmen testified this summer before the platform committees of the Democratic and Republican parties.

On July 29 James Conti, member of the NEA Legislative Commission, told Republicans in Miami Beach that NEA wants "a solid and predictable base of school support" made possible by massive new federal aid coupled with closer federal, state, and local cooperation.

Top priority should be given enactment at the earliest possible moment of the NEA-sponsored $6 billion per year general federal support program, he told the Republicans. Mr. Conti pointed out that the NEA program is consistent with recommendations of a Republican study group which declared in April: "The federal government, with its superior revenue-raising powers, should provide increased financial support. The main thrust of federal support should be aimed at raising the overall expenditure for education to adequate levels, and at equalizing the ability of the various states to support education."

On August 19 NEA Legislative Commission Chairman Frances M. Carnochan presented NEA's recommendations to the Democrats. Asserting that "quality education is the ultimate solution to our social ills," she urged the Democratic party's platform committee to back the NEA-supported $6 billion bill.

Mrs. Carnochan, who had also attended the GOP hearings with Mr. Conti, told the Democratic committee that the NEA bill "represents a massive assault on the educational crisis in our cities. But it also offers to the state an opportunity to improve rural schools, many of which are suffering from underfinancing, inadequate instruction, poor facilities, and isolation from the mainstream of affluent American life."

Enumerating the major categorical legislation enacted in recent years under Democratic administrations, Mrs. Carnochan added that "we commend the Democratic leadership heartily" for fostering these "landmark education programs."

U.S. decentralization policy now in line with NEA stand

At the urging of NEA, the American Association of School Administrators, and the Council of Chief State School Officers, the U.S. Office of Education has reversed its policy of decentralization of administration of elementary and secondary activities through its nine regional offices.

Announcing the policy change in an August 22 communique, Education Commissioner Harold Howe II said delegated responsibility and authority for personnel and administration of Titles I, II, and III of ESEA and of Titles III and V-a of NDEA will be "gradually" withdrawn from the field and centralized in Washington.

The reversal brings USOE policy into agreement with the NEA stand against expansion of elementary and secondary activities in the regional offices as detrimental to state departments of education. Both last year and this, NEA has urged Congress not to approve funds for such expansion.

NEA assistant executive secretary for legislation, John Lumley, last year won agreement from the House Appropriations HEW subcommittee that there was "valid reason" for the fear that the regional offices represented only another administrative layer impeding the efficient operation of federal programs.

Testifying this year on fiscal 1969 appropriations for the Office of Education, Dr. Lumley called Congressional attention to continued expansion of regional personnel despite the House subcommittee's earlier warning against "overemphasis on regionalization."

Senate OKs $19 billion funding bill

On September 6, the Senate passed a $19 billion appropriations bill for Labor-HEW-OEO for fiscal 1969. The Senate bill added about $500 million to the amount approved by the Senate Appropriations Committee and nearly $2 billion to the House-approved figure. The Senate bill called for increases over the House appropriations for aid to disadvantaged, the Teacher Corps, dropout prevention, bilingual education, research and training, and library resources.

House and Senate conferees will meet to resolve the differences between the two versions of the bill.

School library manpower study begun

A new five-year project to study the full development and proper utilization of school library manpower will be administered by the American Association of School Librarians. A Knapp Foundation grant of $1,163,718 to the American Library Association will fund the School Library Manpower Project. AASL is a division of the ALA and a department of the NEA.

The NEA Research Division will conduct a survey for the first phase of the project, which will be a study of the tasks now performed by all kinds of personnel in school library programs, in order to determine the knowledge and skills necessary to perform them. This phase is expected to take about two years.

In the second phase, plans call for development of experimental undergraduate and graduate programs of library education, based on the findings of the survey.

Status of major federal education bills as of September 10

NINETIETH CONGRESS—SECOND SESSION

Bill	House	Senate	Major Provisions
General Education Assistance Act of 1968 S 3400 HR 16939	Pending in subcommittee	Pending in subcommittee	NEA bill to authorize payments of $100 per school-age child to the states (about $6 billion starting in fiscal 1970). At least 50% of funds to be used to increase teacher salaries; remainder to be allocated by state education agencies to local districts to meet "urgent needs."
Higher Education Amendments HR 15067 S 3769	Passed July 25	Passed July 15 in conference	Extends NDEA, Higher Education Facilities Act, Higher Education Act of 1965; creates "Networks for Knowledge"; provides public service education.
Student Aid Program HR 16729	Signed by President August 3, 1968 PL 90-460		Temporary continuation of guaranteed loan program.
Vocational Education Amendments HR 18366 S 3770	Passed July 15	Passed July 17 in conference	Consolidates and improves existing vocational programs; provides statewide matching of federal funds, instead of matching by separate categories; creates a separate program for homemaking education; provides for advance funding.
Judicial Review S 3	Hearings completed	Passed April 11, 1967	Permits court tests of constitutionality of federal aid legislation.
Medicare for Teachers HR 294 et al. S 1071	Pending in committee	Pending in committee	Extends Medicare coverage to 700,000 teachers not presently included.
Retirement Income Tax Credit HR 16215	Pending in committee		Increases tax credit on retirement income for persons not covered by Social Security.
Housing and Urban Development Act HR 17989	Signed by President Aug. 1, 1968 Public Law 90-448		Provides broad public-private plan for rebuilding the residential hearts of large and small cities, including educational facilities.
Juvenile Delinquency Prevention and Control HR 12120	Signed by President July 31, 1968 Public Law 90-445		Provides preventive and rehabilitative centers and services.
Balance of Payments Travel Tax Proposal HR 16241	Passed April 4, 1968	Pending in committee	Administration proposal would tax foreign travel and reduce duty-free exemptions; House imposed 5% tax on overseas fares and reduced duty-free exemption from $100 to $10.
Copyright Revision HR 2512 S 597	Passed April 11, 1967	To be reintroduced next year	Complete revision of 1909 statute; stalled in Senate over technologically innovative materials.
Copyright Extension S.J. Res. 172	Signed by President July 23, 1968 Public Law 90-416		Extends duration of copyright extension in certain cases.
Independent Offices Appropriations FY 1969 HR 17023	Passed May 8	Passed and amended July 18 in conference	Provides funds for Model Cities and Rent Supplements.
Labor-HEW Appropriations FY 1969 HR 18037	Passed June 26, 1968	Passed September 6, 1968 in conference	Includes operating funds for U.S. Office of Education programs.
Metric System HR 3136	Signed by President August 8, 1968 Public Law 90-472		Authorizes the Secretary of Commerce to make a study to determine the advantages and disadvantages of increased use of the metric system in the United States.
NEA Charter Revision	Committee action due	Passed July 1	Amends NEA Charter to transfer powers of Board of Trustees to the Executive Committee.

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Sunrise Semester — starting September 23 (Monday, Wednesday, Friday), CBS-TV 6:30 a.m. "The Literature of England." **Starting September 24 (Tuesday, Thursday, Saturday)** "Theism, Atheism, and Humanism."

Vladimir Horowitz: A television concert at Carnegie Hall, Sunday, September 22, CBS-TV, 9 p.m.

Discovery Goes to Hong Kong, Sunday, September 22, ABC-TV, 11:30 a.m.

"Zobra the Greek," September 22, ABC-TV, 9 p.m. Stars Anthony Quinn.

21st Century, Sunday, October 6, CBS-TV, 6 p.m. "An Incredible Voyage." Host: Walter Cronkite.

"The Rare Breed" October 7, NBC-TV, 9 p.m. Stars James Stewart and Maureen O'Hara.

How Life Begins, Monday, October 14, ABC-TV, 7:30 p.m.

CBS Playhouse, Tuesday, October 15, CBS-TV, 9:30 p.m. "The People Next Door." Stars Lloyd Bridges, Kim Hunter, Phyllis Newman.

Babar The Elephant, Monday, October 21, NBC-TV, 7:30 p.m. Narrated by Peter Ustinov.

Hemingway's Spain, Monday, October 21, ABC-TV, 9 p.m.

National Geographic Society: America's Wonderlands: The National Parks. Wednesday, October 23, CBS-TV, 7:30 p.m.

Magazines

(October issues)

Atlantic — "Against the Young," by Richard Poirer, professor of English at Rutgers. "Why We Are Against the Biggies," by James S. Kunen, a Columbia University student who took part in demonstrations tells his story. "Class of '43 Is Puzzled," by Nicholas Von Hoffmann.

Family Circle—"The School that Dreams Built" by Truman Capote.

Good Housekeeping—"Finding the Handicaps that Cause Learning Problems."

Harper's—"Life in the Yellow Submarine: Buffalo's State University of New York," by Barbara Probst Solomon, tells of the school's opulence as one who worked there and did not like it.

Ladies' Home Journal—"Parties with a Purpose: Parents with a Purpose," about parents of Roxbury (in Boston) who raised $200,000 to build a new school.

Mademoiselle — "Careers — Young Woman Artist," by Helen Holly Kay, interviews 11 women on careers. "On Campus Collecting," by Alana Goldheimer of California Institute of the Arts.

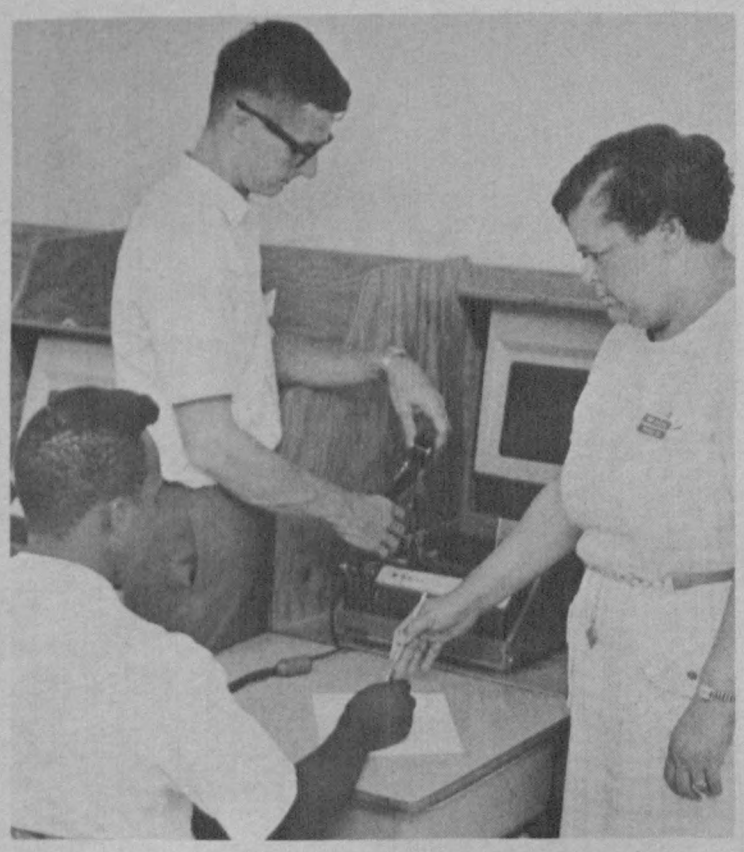
McCall's—"How To Choose a Music Teacher," by Abraham Chasins. "The Putney Experience," by Elinor Lander Horowitz, about the school Senator Robert F. Kennedy's daughter Kathleen attended.

Look—*(Oct. 1 and 15)* Parts II and III condensing George B. Leonard's new book about education in America, *Education and Ecstasy.*

Parents — "Third Graders Take Over," by Janice L. Booker. "Confessions of a Kindergarten Teacher," by Mabel Evelyn Miller.

Reader's Digest — "Students for a Democratic Society: Engineers of Campus Chaos," by Eugene Methvin.

Saturday Review—"Children of Drug Age," by William Simon and John H. Gagnon.



Breaching the barricades to knowledge

These two Tennessee public school teachers were among 148 who helped Job Corps students breach the barricades to knowledge this summer. Robert P. Clark (standing, left) and Mary C. Collins are guiding a student in the use of audio-visual learning materials at the Jacobs Creek Job Corps Civilian Conservation Center in Tennessee.

Classroom aids

NEA panel gives advice on teachers' television guides

Nine NEA staff members are serving on the 14-member advisory board to help in the selection of programs for the new Teachers' Guides to Television shows, which are now available from the Television Information Office.

Appointed to the board are: Lawrence Derthick, NEA assistant executive secretary for professional development and instructional services; executive secretaries of the following NEA units: Margaret Stevenson, Association of Classroom Teachers; Edward Pomeroy, American Association of Colleges for Teacher Education; Fred T. Wilhelms, Association for Supervision and Curriculum Development; Robert H. Carleton, National Association of Science Teachers; and Merrill F. Hartshorn, National Council for the Social Studies; and Lu Ouida Vinson, American Association of School Librarians (also a division of ALA); Harold E. Wigren, associate director of the NEA Division of Educational Technology; and Dorothy Neubauer, associate executive secretary, NEA Department of Elementary School Principals.

The teachers' guides are prepared prior to each school semester and cover 14 outstanding TV programs considered of value at several grade levels. Subscribers will receive teaching packets with teachers' guides to these programs containing lesson plans, a bibliography prepared by the American Library Association for both the elementary and secondary levels, a schedule of advance program listings, and a calendar for use as a classroom poster. The first packet includes a 1968 election guide.

TGT will be under the direction of Edward Stanley, formerly head of NBC's public affairs department and originator of Continental Classroom.

The guides will cost $1 a semester; details are available from Teachers' Guides for Television, P.O. Box 564, Lenox Hill Sta., New York 10021.

Project 100 called 'overwhelming success'

"Project 100 was an overwhelming success. We were able to place 148 public school teachers in Job Corps centers this summer. But that is a fantastically small number when compared to the 8,500 interested applicants. We were really surprised, yet delighted, at this response to the project."

Speaking is Robert W. Stanley, assistant coordinator for NEA-OEO projects in the Division of Adult Education Services. Mr. Stanley visited some of the Job Corps centers where public school teachers were placed for the summer months in order to learn Job Corps teaching techniques and materials. Carl E. Minich, coordinator of the NEA-directed project, returned last month to Amherst Central Adult School, Buffalo, N.Y., from which he has been on leave to head Project Interchange.

Project 100 was fashioned after Project Interchange. The project time was far briefer than for Project Interchange teachers (who spent a year teaching at Job Corps centers) but the hope was the same—that the public school teachers would learn new methods of helping potential dropouts and that they would share this experience with their colleagues when they returned to their regular schools this month. They will also promote not only the teaching methods but the principles on which those methods are based and perhaps will be able to initiate new programs for underachievers in their schools.

It is too early to tell yet what happened on their return home. But the Project 100 teachers, based on their own evaluation reports, are ready to go.

Perhaps typical of Project 100 were the three Tennessee public school teachers assigned to Jacobs Creek Civilian Conservation Center in Tennessee.

Robert P. Clark of Jonesboro taught driver training, physical education, math involved in heavy equipment operation; began arts and crafts classes in leather work and photography; took color slides for use in a public relations program; and helped put out the center newspaper.

"I realized while working with these Corpsmen," Mr. Clark says, "that it is foolish to expect a student to do a certain level of work just because of his age. When I return to my school system I will work at offering more individualized instruction based on needs."

Olena B. Proffitt of Elizabethtown works with the Teacher Corps during the school year. She set up a language skills program this summer at the Jacobs Creek Center.

"Our schools have much material secured with federal funds," she points out. "When I return to my school system I will try to obtain programed material and adopt, as much as possible, the methods used in teaching the Job Corps."

Mr. Stanley points to a stack of letters on his desk. "These are from directors of Job Corps centers. They unanimously praise the Project 100 teachers and pronounce the summer program a success. We have submitted several proposals to the Office of Economic Opportunity and they include a summer program for next year. I hope it can be larger though. When you get 8,500 applications for 148 Job Corps summer teaching slots it means a fantastic amount of interested, dedicated and enthusiastic teachers have to be disappointed."

Leaders asked

How should local associations be structured?

How should a local education association be structured? Local and state association leaders throughout the nation are studying that question this fall as they examine recommendations made by the NEA Task Force on Local Association Structure.

The task force made its first report to the NEA Board of Directors in Dallas this summer. The Board received the report at that time, but deferred action on adoption to give leaders of NEA affiliates time to look at the proposed alternatives.

Local associations should organize, the task force said, with a structure which will:

- Provide opportunities for classroom teachers and administrators to engage in united action in areas of mutual concern
- Provide opportunities for classroom teachers and administrators to pursue programs of self-interest free from domination by one group or the other.

The task force recommends that local associations organize in one of two ways. each of which meet the conditions set forth in the report:

- In separate associations for classroom teachers and administrators, with two associations cooperating formally or informally through a coordinating council or unstructured joint committee; or
- In an all-inclusive association where policy is determined by "all member" meetings or by a representative council based on membership. Such an association would provide for unstructured caucuses for classroom teachers and administrators or for two structured departments of teachers and administrators.

Should there be disagreement in the local educational community about appropriate structure, the task force says, the choice should be made by a majority vote of the members.

The task force further recommends unified local-state-NEA membership as part of the structure and suggests that sufficient employed staff be provided to bring the benefits of membership to all.

The task force recommendations have been widely circulated among NEA affiliates and among state classroom teacher organizations. Opinions on the recommendations will be summarized and presented to the NEA Board of Directors for action at its October meeting.

Fraud and failure in Missouri

(continued from page 2)

"The time has come to stand up and fight!" When that failed to get a rousing response, he argued, "This question has reached a point where you couldn't back down." The assembled teachers refused to be stampeded.

The climax of the meeting was rather anticlimactic. Only 429 votes were cast and 233 of them rejected the strike. Thereupon, the frustrated local union president announced the results, angrily denounced the members, and left the platform in fury. After the meeting, squelched AFT President Selden stated, "If they don't want to fight, there's not much we can do." Schools opened on time the next morning.

Salaries up

San Francisco area locals win victories

Three California local associations, all within 100 miles of San Francisco, won major victories this summer. The duty of school boards and administrators to negotiate in good faith was the primary issue in Turlock, Sunnyvale, and Los Altos.

The Turlock fight erupted in April. The superintendent and board had unilaterally produced a 1968-69 salary schedule that granted mere cost-of-living increases. With Turlock salaries nearly $1,300 below state averages, teachers wanted more.

When the other side refused to negotiate, teachers took their case to the public via press releases and a massive public mailing.

Later they were forced to impose sanctions—notifying some 300 college placement offices and teacher, administrator, and school board associations in all 50 states.

From the fight's beginning, California Teachers Association field representative John Secor had tirelessly assisted the teachers. In late May he and local officers invited NEA involvement. Mr. Secor and his NEA colleague, Arleigh Greenblat, undertook to educate the Turlock school administration about negotiation.

Early in June bargaining reopened. Teachers quickly won salary increases averaging 42 percent above those earlier adopted, a progressive grievance procedure, and five other agreements.

Recognizing the need for a strong local association and the value of a united profession, the Turlock Teachers Association then raised its local dues from $10 a year to $40 and unified its membership with CTA and NEA.

Sunnyvale crisis

As Turlock exploded, negotiators in Sunnyvale were scaling down a 9 percent pay hike demand in order to win nonsalary agreements.

In June the board jerked the rug from beneath its own representative. It rejected the 6.9 percent pay hike he had negotiated, and publicly instructed him to offer teachers nothing over 6 percent.

Teachers charged bad faith. An undeclared impasse dragged on for five weeks, while teachers and board bargained and haggled in public meetings.

After a series of hard-driving training sessions conducted by CTA and NEA staff, teachers demanded that the board return the talks to the private bargaining table.

Four days later the negotiators had reached full agreement and the board had ratified the results. One item in the negotiated package provided a 7.5 percent salary boost. Others provided for curriculum studies and for the development of a long-range salary policy for the district.

Los Altos situation

Of the three fights, that in Los Altos was the most difficult. The board had gutted the bargaining process by banning comments from teachers during the "action" section of its agenda.

In June the board adopted an inadequate 1968-69 pay schedule. Teachers seeking to explain their demands for a higher increase were ruled out of order at board meetings.

After a month of fruitless talks, the teachers declared impasse, threatened sanctions, discussed a walkout, and gave the board 30 days in which to resolve the dispute.

The press was favorable to the teachers' demands. Parents presented the board with a petition supporting the teachers. In a 30-minute lecture to the board, an NEA representative carefully explained the negotiation process.

The board thereupon reformed its agenda. At press time, teacher-board relations had improved markedly, and the board had instructed its negotiator to return to the bargaining table and to reach agreement.

TEACHING SOCIAL LIVING SKILLS CONSUMER EDUCATION
TEACHING SOCIAL LIVING SKILLS
TEACHER'S MANUAL
CONSUMER EDUCATION
LESSON PLANS AND WORKSHEETS
CONSUMER EDUCATION FILMSTRIP MANUAL
CONSUMER EDUCATION TRANSPARENCY MASTERS AND TEXT

NEA publishes adult education instructional materials

The NEA Publications Division and the National Association for Public School Adult Education are making available a completely new, but tested-and-proven series of instructional materials titled *Teaching Social Living Skills.* Developed for use by adult basic education instructors under the direction of the University of the State of New York and the New York State Education Department, the materials may also be useful with high school students and for college teaching methods courses. The series includes comprehensive packets of materials in four subject areas: Consumer Education (stock No. 388-11828, $18), Health and Nutrition (stock No. 388-11830, $27), Practical Government (stock No. 388-11832, $18), and Parent Education and Family Life (in the development stage). Each packet contains items for both group and individual use, including guide manuals, lesson plans, transparency masters and text, filmstrips with recorded narration, student worksheets, and 25 records for students' home use (shown in the picture above). The packets may be ordered from NEA Publications-Sales Section, NEA Center.

Principals look to 'schools of tomorrow'

The National Association of Secondary School Principals has received a $1,033,000 grant for an experimental "schools of tomorrow" project. The funds—from the Danforth Foundation—will finance a comprehensive five-year approach to school innovation that will be carried out simultaneously in seven model schools.

In the seven schools—some public, some private, several inner-city—the project will bring together all of the major practical new ideas in secondary education.

The idea of the project, according to J. Lloyd Trump, NASSP associate secretary, is to bring together many innovative ideas in a single school. "Although innovations have become a passport to status in education in recent years," he said, "they actually have been disappointing. One school adopts team teaching and flexible scheduling, another emphasizes teacher aides, still another features independent-study programs. But not one school has incorporated all, or even most, of the major developments in a systematically related total program. Thus the potential gains in one area are cancelled out by time-worn practices in another."

Dr. Trump will direct the project, aided by William Georgiades of the University of Southern California.

International youth science program goes on

Sixteen U.S. high school and first-year college students, under the sponsorship of the National Science Teachers Association, joined 500 colleagues from 30 countries in London last month to review the relationship of scientific study to international welfare. This is the eighth summer the NEA department has sponsored the U.S. delegation to the International Youth Science Fortnight.

The meeting focused on discussions and demonstrations relating to "the application of science for the benefit of mankind." Special emphasis was placed on the relationship of scientific development to the social needs of the world community. A representative from each country reported on the scientific activities in his home nation.

Sponsorship of the student group to the international forum is part of NSTA's youth activities program which enables young people interested in science to undertake activities closely resembling the work of practicing scientists.

Board of Directors backs decision to terminate Policies Commission

The NEA Board of Directors this summer upheld and agreed with the NEA Executive Committee decision to terminate the Educational Policies Commission. The commission ended on June 30 by common agreement of its sponsors, NEA and the American Association of School Administrators.

A Board of Directors subcommittee chaired by Marian Conrad of Nevada recommended that the Board agree with the decision to terminate EPC. The subcommittee report, adopted by the Board, also:

- Endorsed the use of Association task forces and ad hoc groups so that policies thus developed "would be in harmony with overall NEA policies and afford maximum latitude in marshalling the skills and resources of the profession."
- Clarified the fact that the decision to formulate educational policies through the Association's structure in no way precludes dialogue with groups and individuals outside the Association, and
- Enunciated the responsibility of the NEA Representative Assembly to establish Association policies, "a role which cannot be delegated to or shared with an agency independent of the Association."

The subcommittee pointed out that the Educational Policies Commission was uniquely different from the other NEA commissions, that public confusion had resulted at times when the commission's statements differed from NEA's, and that both NEA and AASA executive committee decisions to terminate EPC had been unanimous.

New Haven schools reported declining

(Continued from page 1)

students take charge of the lavatories and extract a 10 to 20 cent per person entrance fee. Other students are required to pay protection money."

The committee pointed to several outstanding innovative programs and other improvements, however, and emphasized that it does not believe there had been "intentional neglect" in the troubled system. "Rather, it is the opinion of the committee that the deterioration of the schools results from a number of factors, including the several changes of chief administrative officer; the lack of interest of the community as a whole; the inability of the city to adequately finance needed programs; the whole host of frustrations growing out of the rapid expansion in the number and complexity of problems faced by the officials of a modern urban center."

The report notes that the white population in New Haven declined about 16 percent from 1960 to 1967, while nonwhites increased 48 percent. New Haven's nonwhite population accounts for only 27.7 percent of the total, but 53 percent of its nearly 22,000 public school students are nonwhite.

The committee underscored its belief that the "prosperous state" of Connecticut must be the major source of financial relief for the plagued cities with their many disadvantaged and handicapped children. It said that "unequal financing to the urban areas in order to provide equal educational opportunity" may be in order.

New center's first publication

NEA's Human Relations Center, endorsed by the NEA Representative Assembly at the Dallas Convention, issued its first publication last month. The cover of the booklet, shown above, introduces its theme of dramatizing the tasks ahead of educators as they work toward equal opportunity for all Americans. The booklet, published by the center in cooperation with the NEA Division of Field Services, is available from NEA Publication-Sales Section (stock no. 161-04946. 25c).

55,000 invited to join Jazz Educators Association

Some 55,000 music educators in schools, colleges, and universities have been invited to become members of the National Association of Jazz Educators, which recently became the seventh associated organization of the Music Educators National Conference, an NEA department.

Morris E. Hall, president of the jazz educators group and head of the Department of Music at Stephen F. Austin College, says that "through jazz and popular music, communication between teacher and student can be strengthened." He explains that NAJE will concern itself with "basic jazz concepts, interpretation, materials, improvisation, musical creativity in the elementary school, and ethnomusicology."

Annuity and Mutual Fund prospectuses in this issue

Securities and Exchange Commission regulations require that all persons receiving information about programs in the securities field such as the new NEA variable annuity plan also receive the complete prospectus of the plan. Thus, this issue of the REPORTER includes that prospectus, starting on page 5.

In addition, the NEA Mutual Fund prospectus is printed in this issue; investments in the new NEA variable annuity plan are placed in the Mutual Fund.

The self-supporting programs of NEA Special Services, *not* membership moneys, have paid the cost of printing these materials.

nea reporter

Published by the National Education Association

Vol. 7, No. 9 September 27, 1968 7 Washington, D.C.

Tax-deferred benefit

NEA variable annuity plan now offered to members

On August 15, the Securities and Exchange Commission issued an order opening the way for NEA to offer a variable, tax-deferred annuity. The annuity plan is now being offered to members of the Association who are also, if eligible, members of their state and local NEA affiliates.

NEA Special Services Division announced this week that some 500 representatives are available throughout the nation to counsel members about the plan. The representatives—attached to the insurance companies elected to underwrite the NEA annuity program—have received necessary training in the tax-deferred annuity area. Their services are available without cost or obligation to all members.

(A coupon on page 5 of this issue of the REPORTER is designed to expedite inquiries about the annuity plan.)

Basically, the NEA tax-deferred annuity plan is a mechanism for members to set aside current income, with the income tax on this money deferred until later years—for example, after retirement. The new NEA annuity plan is *variable* because the money set aside is invested in the NEA Mutual Fund and thus grows or diminishes with the value of the common stocks in the Mutual Fund selected for long-term growth possibilities.

NEA has for some time offered a *fixed* annuity plan as one of its many special services. A fixed annuity provides a generally set return on the invested money, for that money is put into so-called fixed investments, primarily bonds and mortgages.

Those NEA members who purchased tax-deferred annuities under the former NEA plan are fully protected under the new one, Arnold Wolpert, director of the Special Services Division, said. "Although the former program is not available now for new enrollments," he explained, "those who had started endowment programs are being

(See ANNUITY PLAN, page 5)

Schools for the 70's

Center for Study of Instruction seeks ideas from all members

NEA's Center for the Study of Instruction has launched a major re-examination of American education and is asking all NEA members to help to pinpoint problems the schools will face in the 1970's.

CSI—which completed a "Schools for the 60's" program in 1963—now will prepare recommendations and guidelines for improving the "Schools of the 70's."

"We need members' help in shaping the new program," Ole Sand, CSI director, said this month. "We would like suggestions on what today's educators consider the most important problems. We want to know what problems they meet in day-by-day classroom work.

"Further, we would like to know how teachers believe the organized profession can make their school dreams come true—through negotiation and other means," Dr. Sand said.

He urged members to send their ideas directly to him at the Center for the Study of Instruction, NEA Center.

CSI—which began in 1959 as the NEA Project on Instruction—issued a series of 33 recommendations in 1963. These recommendations, spelled out in a publication called *Schools for the Sixties*, were backed up by three major volumes issued by NEA. "The center is continuing," Dr. Sand said, "to work hard to help teachers put into action the recommendations made for the 60's. While this work is going on, however, we must take leadership in developing even better programs for the schools."

"Schools for the 70's" is one of three present CSI priority programs. CSI is also working with selected local education associations to help them develop models of ways the organized profession can work to improve instruction. And, CSI's consortium is field testing innovative instructional ideas developed in selected school sites.

Associations join law suit to recover jobs and pay for Florida teachers

Nine teachers filed suit in U.S. District Court this month to recover more than $39,000 for Lee County, Florida, teachers who were fined as a condition of returning to their jobs following the Florida mass resignations of teachers last winter. The suit, filed in Tampa, Florida, also seeks return of jobs and back pay, with interest, to two teachers who refused to pay the $100 fine mandated by the Lee County Board of Public Instruction.

NEA and the Florida Education Association joined in the suit on behalf of the approximately 400 teachers who paid the fine. NEA said that further legal steps were under way to protect teachers and administrators who suffered unjust reprisals because of having withheld services.

Approximately 500 Lee County teachers took part in the Florida work stoppage during February and March. More than 400 of them returned to work under conditions of the school board.

The suit says the board's mandate imposed "an unconstitutional condition" on teachers, denying them the due process of law guaranteed by the 14th Amendment to the Constitution. Further, the complaint charges that the fines violated a Florida law which "requires specific statutory authorization for the imposition and collection of a fine."

The legal action came just 19 days after removal of national sanctions against Florida at the request of the FEA.

Overseas school principals visit NEA Center

Ten overseas principals and their hosts met at NEA Center recently for an orientation session prior to traveling to secondary schools in eight states. The visits and in-service training are part of the International Administrative Exchange Program sponsored by the National Association of Secondary School Principals. The visiting principals will serve as consultants to selected secondary schools in eight states—Georgia, Indiana, Louisiana, Minnesota, Montana, North Carolina, Ohio, and Texas. They will return to their own countries in December, and their American hosts will repay the visits during 1969. John F. Kourmadas of NASSP directs the exchange program. In the photo at left, Nada Goguseska, of Yugoslavia, and her host, John R. Heter (center), talk with NASSP Executive Secretary Ellsworth Tompkins. Above N. A. Miller (left), of Boone, N.C., shares ideas with Werner Schafhaus, of Germany.

names in the news

Judith Anne Ford, the new "Miss America," is a member of the American Association for Health, Physical Education, and Recreation. Miss Ford is a physical education major at the University of Illinois.

Dorothy Meyer, English teacher, Wellesley (Mass.) Junior High School, is now chairman of the National Commission on Teacher Education and Professional Standards.

Glenn Kidd, Texas State Education Association, has been appointed to the NCTEPS executive committee of the organization of State TEPS Chairmen and Consultants.

New officers for the State TEPS Chairman and Consultants for the 1968-69 year are **Helen Paynter,** College Hill School, Evanston, Ill., chairman; **Doran Christensen,** Jefferson High School, Alexandria, Minn., chairman-elect; and **George G. Gumeson,** Cabrillo College, Aptos, Calif., member of the executive committee.

Bernard McKenna, former associate dean of education, San Francisco State College, is now NCTEPS associate secretary.

Boyd Bosma, former NEA director from Michigan and former chairman of the MEA Human Relations Commission, is coordinator of civil liberties for the NEA Center for Human Relations.

R. Dick Vander Woude, immediate past president of the Iowa Association of Classroom Teachers, has joined the staff of the Nevada State Education Association as assistant executive secretary. Mr. Vander Woude was a member last year of the Task Force on NEA-Departmental Relations.

Damon Weber of Wichita, Kansas, has joined the staff of the NEA Citizenship Committee as political consultant. A curriculum specialist, he was chairman of the Kansas Political Action Committee for Education (PACE).

Michael F. Dunn, C.P.A., former senior accountant with Price Waterhouse in Washington, D.C., is the new assistant director of the NEA Accounts Division.

Alan G. Stratton, former social science professor at Miami-Dade (Florida) Junior College, is the new executive director of the National Faculty Association of Community and Junior Colleges. He succeeds **Robert W. Miner,** now special assistant to the NEA executive secretary. Mr. Stratton recently completed a one-year term as first president of NFACJC, which he helped found.

O. J. Byrnside, Jr., former consultant on evaluation in the Center for Research and Leadership Development in Vocational and Technical Education, became executive director of the National Business Education Association on August 1, succeeding **Hollis Guy,** who retired on that date.

Marion B. Pollock, on a one-year leave of absence as associate professor of health education, California State College, Long Beach, has joined the staff of the School Health Education Study.

Gwladys W. Jones, former secretary, National Association of Deans of Women, died in August in Bethesda, Md.

Donald L. Conrad, who has been associate secretary for professional ethics in the Commission on Professional Rights and Responsibilities, now becomes associate executive secretary of the NEA-PR&R Commission.

New staff members with the National Council for the Social Studies are **Daniel Roselle,** editor of *Social Education,* official journal of NCSS, and **James Oswald,** who will work with the council on a one-year internship in cooperation with Washington Interns in Education. Dr. Roselle was formerly professor of history, State University College, Fredonia, N.Y. Mr. Oswald is a candidate for an Ed.D. degree at Stanford University and had been a consultant for the American Institute for Research.

Educational technology

NEA division will serve again as media consultant for Guam

The department of education, Government of Guam, has asked NEA's Division of Educational Technology to serve for another year as consultant in educational media and telecommunications for the schools of the territory.

Last year, NEA sent a team of educational communication consultants to Guam to make a feasibility study to determine the best use of all educational media in the schools of Guam and to make recommendations for improving the quality of education in the territory. The media project grew from this feasibility study.

During the past year, in-service workshop activities have been held for teachers, and a multi-media resources center has been developed to serve all the schools on the island.

This year NEA will serve as liaison between the Government of Guam and the U.S. Office of Education in regard to legislation, regulations, and policies affecting the multi-media program on Guam. NEA will also: (1) recommend to the department of education personnel qualified to perform in the various staff positions called for in the implementation of the program; (2) brief members of the project team prior to their departure for Guam; (3) advise Guam's department of education on the development of a State Plan for Telecommunications in Guam; and (4) furnish educational and technical consultants to assist with various aspects of the multi-media program.

Harold Wigren, of NEA's Division of Educational Technology, will continue as NEA's staff consultant to the project.

Reform needed?

10 conferences will concentrate on teacher education and integration

Reforms in teacher education needed for more effective school integration will be the focus of ten conferences scheduled during the coming school year. Sponsoring the conference are: Emory University, the Institute for Services to Education, NEA's National Commission for Teacher Education and Professional Standards, and the Student NEA. The project is funded by the Office of Equal Educational Opportunities in the U.S. Office of Education.

The meetings, the first of which will be held this month, will be two-day, action-oriented work sessions. Each will involve 60 participants—one-third educators; the others, teachers in service. Subjects to be discussed will include:

- Providing opportunities for student teaching in desegregated schools
- Providing course work in the history, sociology, and psychology of minority groups, and in the legal, social, and economic aspects of school integration
- Encouraging cooperation among neighboring colleges which are predominantly white or Negro.

Fitness for retarded project now to serve handicapped

The Project on Recreation and Fitness for the Mentally Retarded recently expanded its scope to include physical education, recreation, health and safety needs for those with any handicapping condition. The project, administered by the American Association for Health, Physical Education, and Recreation, has been supported by grants from the Joseph P. Kennedy Jr. Foundation since July 1, 1965, and the Foundation will continue to support selected activities. AAHPER is an NEA department.

In addition to mental retardation, the project will now focus on adapted physical education, recreation for the ill and handicapped, and health and safety problems of the handicapped.

"Our goal," said Julian U. Stein, project director, "is to expand opportunities for the handicapped to develop greater fitness and motor proficiency and to enjoy fuller, more enjoyable lives."

Hawaii East-West Center sets scholarship deadline

The East-West Center at the University of Hawaii is offering high school teachers of social studies or humanities an 11-14 month all-expense scholarship to study about Asia. Application deadline is February 1, 1969.

At the university, American teachers are matched with Asian high school social studies teachers in a joint program of study and interaction.

Candidates for admission must be teachers (grades 7-12) in service, with a college degree, and holding a tenure appointment. The age limit is 35.

The National Council for the Social Studies, an NEA department, is cooperating with the center in recruiting for the program. Inquiries should be sent to: Student Selection Office, Institute for Student Interchange, East-West Center, 1777 East West Road, Honolulu, Hawaii 96822.

'Unstudied Curriculum' is theme

The demands placed on children outside of the official curriculum of the school will be the focus of a conference sponsored by two NEA units January 8-11 in Washington, D.C. The conference will be sponsored by the Elementary Council of the Association for Supervision and Curriculum Development in cooperation with the NEA Department of Elementary-Kindergarten-Nursery Education. The theme will be "The Unstudied Curriculum: Its Impact on Children."

The conference will be limited to 500 persons. Registration closes December 23. For information write to: Norman V. Overly, associate secretary, ASCD, NEA Center.

nea reporter

Published monthly except August (two issues in September, October and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400
Elizabeth D. Koontz .....President
Sam M. Lambert ..Executive Secretary
John D. Sullivan .....Publisher

* * * *

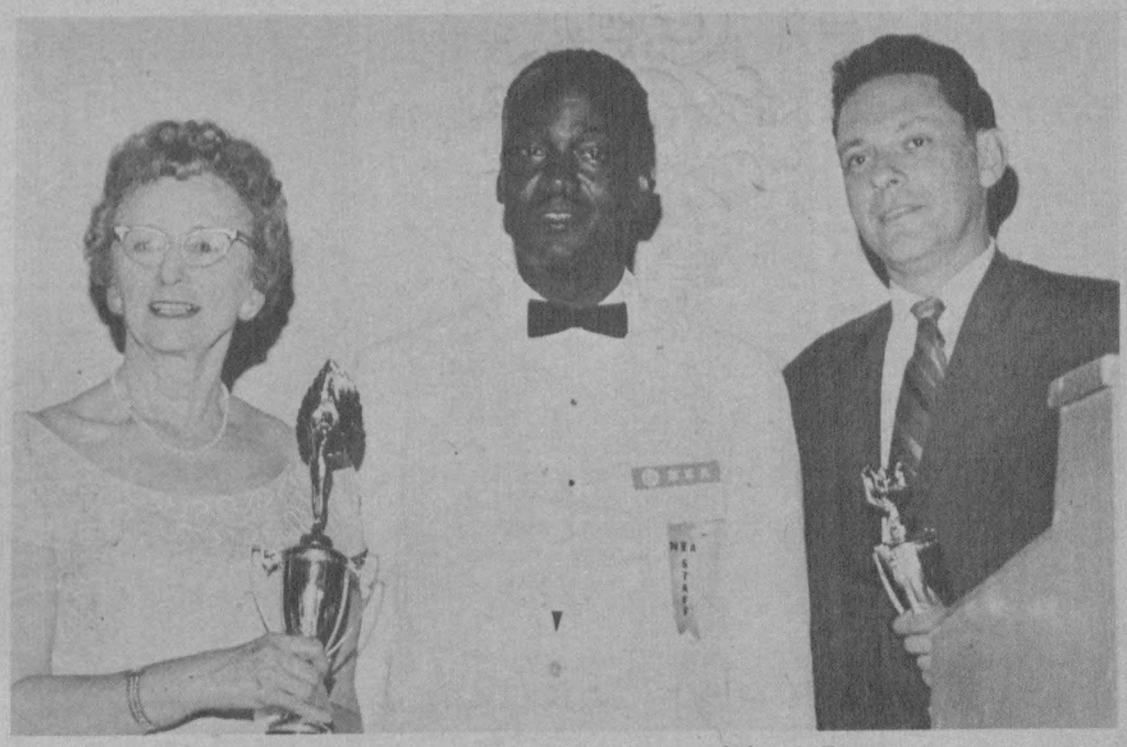
Prepared by the NEA Journal Division:
Mildred S. Fenner .....Editor
Walter A. Graves ....Managing Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce ..Editorial Associate

Special contributors to the REPORTER:
Sylvia Brotman .....urban information specialist, Division of Field Services
David H. Foerster .....legislative information editor, Office of Legislation and Federal Relations
Jean O. Heflin .....editorial assistant, Association of Classroom Teachers
Lillian Mahayni .....staff assistant, National Commission for Teacher Education and Professional Standards
Regina B. Parlett .....assistant secretary, Citizenship Committee

Address REPORTER correspondence to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.



Human rights leadership awards presented by NEA committee

Alice Miel (left, above) of Columbia University receives one of eight citations for outstanding leadership in the area of human rights and human relations presented by the NEA Committee on Civil and Human Rights of Educators during the NEA Convention. Another award recipient was the U.S. Civil Rights Commission. William L. Taylor (right), staff director, accepted the citation on behalf of the commission. With them is Samuel B. Ethridge, NEA assistant executive secretary for human rights.

At Dallas Convention

8 cited for human rights work

Eight citations for outstanding leadership in the area of human rights and human relations were presented by the NEA Committee on Civil and Human Rights of Educators (now the Human Relations Center) during the NEA Convention in Dallas.

NEA Human Rights Awards for creative leadership in the education profession were presented to Alice Miel, chairman of the department of curriculum supervision and teaching, Teachers College, Columbia University, and also to the United States Commission on Civil Rights.

Others honored were George Jones, director of the NEA Task Force on Urban Education, and Edward C. Elliott, human relations director, Oregon Education Association, who received the H. Council Trenholm Memorial Awards for leadership in the advancement of intergroup understanding within the education profession; Mew-Soong Li, associate director of the department of dialogue, and director of the economic opportunity programs of the Southern Christian Leadership Conference, and Joe Reed, executive secretary of the Alabama Teachers Association, who received Abraham Lincoln Awards for "courageous action in the pursuit of educational opportunity for all people." Two special citations were made to Wade Wilson, chairman of the NEA Committee on Civil and Human Rights of Educators and president, Cheyney (Pa.) State College, and to Nathan E. Kullman, Jr., assistant executive secretary, New York State Teachers Association.

Teacher education

ERIC Clearinghouse set up in Washington, D.C.

A potential aid to all those involved in education became possible when the ERIC Clearinghouse on Teacher Education was established in July in Washington, D.C. It is operated by three units of the NEA: the American Association of Colleges for Teacher Education, the National Commission on Teacher Education and Professional Standards, and the Association for Student Teaching. Joel L. Burdin, AACTE associate secretary, is director of the Washington clearinghouse.

Funded by the U.S. Office of Education, this is the 18th clearinghouse in the nation. Others include centers on science education, exceptional children, junior colleges, reading, and teaching of foreign languages.

The ERIC (Educational Resources Information Center) Clearinghouse on Teacher Education will gather, select, abstract, interpret, and disseminate significant information on successful preservice and inservice preparation of teachers and other supporting school personnel.

Professional staffing

NEA affiliates seek applicants

The following five NEA affiliates invite applications to fill executive director openings and offer, in addition to many fringe benefits, the indicated starting salary ranges:

Stockton (California) Teachers Association, salary subject to negotiation with qualified applicant (current director is paid $15,795); write to: Mrs. C. K. Gordet, president, Stockton Teachers Association, 2520 Beverly Place, Stockton, California 95204.

Palm Beach County (Florida) Classroom Teachers Association, salary range $14,000 to $18,000; write to: Mr. Joseph A. Orr, president, Palm Beach County CTA, 715 Spencer Drive, West Palm Beach, Florida 33401.

Niagara Falls (New York) Teachers Association, salary range $10,000 to $12,000; write to: Mr. James J. Woelfle, Executive Secretary Committee, 1036 91st Street, Niagara Falls, New York 14304.

Cincinnati (Ohio) Teachers Association, salary range $12,000 to $15,000; write to: Mr. Carl Sulek, past president, Cincinnati Teachers Association, 310 Oak Street, Cincinnati, Ohio 45219.

Educational Association of Worcester, Massachusetts, starting salary to be negotiated; write to: Mr. Frederick J. Reilly, president, Educational Association of Worcester, 340 Main Street, Worcester, Massachusetts 01608.

Other staff positions open at present:

Broward County (Florida) Classroom Teachers Association is seeking an Assistant Executive Director; starting salary range $8,000 to $10,000; write to: Mr. Lynn Q. Gilmore, executive director, Broward County Classroom Teachers Association, 351 N.W. 40th Avenue, Ft. Lauderdale, Florida 33313.

Minnesota Education Association is seeking an Assistant Director for Public Relations with special competence in the areas of promotion, displays, exhibits, internal publications, and the electronic media; starting salary range $11,000 to $11,880 plus benefits; write to: Mr. A. L. Gallop, executive secretary, Minnesota Education Association, 41 Sherburne Avenue, St. Paul, Minnesota 55103.

Student NEA plans to focus on improved human relations

In setting its priorities for the coming year, the Student NEA will direct its major emphasis toward improved human relations and teacher education.

Two pilot projects—one in a New Mexico Indian community and another in the barrios of East Los Angeles—have been proposed to help bring about a greater understanding among individuals of different ethnic and cultural backgrounds.

A second series of "Teacher Education and School Integration" conferences will be sponsored during 1968-69 by Student NEA, the National Commission on Teacher Education and Professional Standards, Emory University, and the Institute for Services to Education.

Student leaders are also exploring the possibilities for participation in the NCTEPS Staff Development Schools and in the national conference on student teaching, to be held in Baltimore October 22-23.

In addition, a feasibility study of cooperative student-faculty planning of teacher education curricula is under way.

NEA Elementary Principals plan secretary's succession

The NEA Department of Elementary School Principals has appointed a screening committee to make recommendations on a successor to DESP's executive secretary upon his retirement. Robert W. Eaves, who now holds that post, will retire in 1969.

The screening committee will submit its recommendations to the DESP executive committee not later than January 1969. Details on the process of selecting a DESP executive secretary appear on pages 62 and 63 of the September *National Elementary Principal.*

Named to the screening committee were Orville B. Aftreth, assistant superintendent, San Diego City Schools; Beatrice C. Boyles, principal, Cool Spring School, Wilmington, Delaware; Bessie S. Estell, principal, Hattie C. Butler Elementary School, Birmingham, Alabama; Glen L. Hanks, secretary, Kansas City (Mo.) Board of Education; and Harold J. McNally, professor of education, University of Wisconsin-Milwaukee.

Junior College Association publishes bibliography

Academic freedom, faculty-administration relations, salary schedules, and workshops are among the topics for which sources of information and data are given in the first publication of the National Faculty Association of Community and Junior Colleges. The bibliography, titled *The Community and Junior College Faculty,* also covers such topics as personnel policies, remedial instruction, evaluation, and working conditions and load.

The bibliography was published by NFA, an NEA special project, in cooperation with the ERIC Clearinghouse for Junior College Information.

Pennsylvania teachers form political action committee

Pennsylvania PACE, a political action committee for education, was recently formed by the Pennsylvania State Education Association as an independent political arm of the association.

"PACE has two objectives," PSEA President Joe Standa said: "to work for the improvement of educational standards whereby the quality of education being imparted to the children of Pennsylvania shall be raised and to encourage all persons to participate in political activity which will improve and develop the educational system of the Commonwealth."

PSEA is the 18th state association in the nation to set up this type of political action arm.

Second film series begun by Mathematics Teachers

Scripts are being prepared and sets designed for the National Council of Teachers of Mathematics' new series of 42 mathematics-instruction films for elementary school teachers and students. NCTM signed a contract last spring with General Learning Corporation of New York and Davidson Films of San Francisco to produce the series. This is the second film series to be produced by the NEA department.

Designed to teach the concepts of rational numbers, the new series will include 30 films, each approximately 10 minutes long, for use with children and 12 films, each about 30 minutes long, for teacher education. Accompanying teachers' guides will be prepared for all of the films.

1968-69 NEA theme:
"A Time for Educational Statesmanship"

Teacher of the year wins Golden Plate award

Among the 50 recipients of the American Academy of Achievement's Golden Plate awards this summer was 1968 Teacher of the Year, David E. Graf (second from left above). Mr. Graf is a vocational education and industrial arts teacher in the Sandwich, Illinois, public schools. At a banquet held in Dallas, the academy presented the awards to the 1968 Captains of Achievement, "leaders who excel and have a dramatic impact on our daily lives." With Mr. Graf are Corma A. Mowrey (left), director of the NEA Division of Organization Relations; Mrs. Graf; and Paul Thayer, president of the academy.

Questions and answers about

NEA's new annuity plan

What is the NEA annuity program?

It is a specially designed group retirement program individually elected, that was developed through two years of effort by the NEA staff and expert annuity consultants. As a group annuity plan, set up on a national basis, it offers advantages not available under individual contracts or smaller group plans.

Who is eligible to participate?

All regular public school and most nonprofit education agency employees who are members of the National Education Association and who are also, if eligible, members of the appropriate affiliated state and local associations. The program becomes available to such employees when the plan is adopted by their respective employers.

How will this annuity program be offered?

Through a combination of insurance companies specially selected under NEA auspices to provide the best possible service to teachers. In many states the program will be available through the representatives of Horace Mann Life Insurance Company. In others it will be offered by representatives of the Life Insurance Company of North America; in California, Educators Life of America; in New York, INA Life of New York.

How do I find out if I should enroll in the NEA annuity program?

You may schedule a personal appointment with a specially trained representative. Your first step is to mail the coupon on the top of the next page. You will be contacted by a representative of the program who will give you professional counseling on your present retirement benefits, including Social Security, and how to integrate those retirement provisions with the NEA annuity. You will also receive information on the simple enrollment procedures.

What is an annuity?

An annuity is an investment plan which guarantees a series of regular monthly income payments at time of retirement. The payments will be made for the longer of the lifetime of the annuitant or a specified number of years, depending upon the options chosen at the time of retirement.

What is a tax-deferred annuity?

In a tax-deferred annuity, a portion of your salary is set aside by your employer to purchase an annuity for you. The money thus set aside will be excluded from your current income for federal income tax purposes. When this money is paid to you, either as a cash withdrawal or as annuity payments, it will be subject to federal income tax. Tax-deferred annuities are available only to public school employees and the employees of certain tax-exempt organizations qualifying under Section 501 (c) (3) of the Internal Revenue Code. Tax-deferred annuities have advantages not available under any non-tax-qualified plan.

What about taxes?

Taxes on your deferred income are postponed until you receive that income. The interest your money earns all along the way is also free from current taxes. Thus, your money can grow, free from drain of taxation.

What about taxes after retirement?

Income under a tax-deferred annuity plan is subject to taxes. However, you will probably pay less because of the double exemption at 65, and the fact that you may well be in a lower tax bracket. In the meantime you have gained leverage in building up a retirement estate through tax deferment.

What is a fixed annuity?

It is a plan which guarantees at the outset both lifelong payments (unless the owner selects a settlement option for payments for a fixed number of years) and the exact amount of those payments. Thus, the monthly retirement income is "fixed" from the start. This fixed type of plan is made possible by putting your payments into "fixed" investments, primarily bonds and mortgages. On such investments, it is possible for the company issuing the annuity to guarantee a minimum rate of interest and return.

What is the guaranteed rate of interest for the fixed benefits annuity?

Under the NEA program, compound interest will be credited to each fixed accumulation account at the guaranteed minimum rate of 4¼% per annum during the first two years. At the end of the third year and thereafter, 3% per annum is guaranteed (but it is anticipated that dividend credits or excess interest paid will maintain or exceed the earnings level of the first two years).

What is a variable annuity?

It is a plan which also guarantees lifetime retirement income (unless the owner selects a settlement option for payments for a fixed number of years) but payments are tied to an investment program rather than guaranteed as to amount. Money put into a variable annuity is usually invested in stocks and bonds. The amount of retirement income payments fluctuate with the market value of the securities held. The objective of a variable annuity is to keep your purchasing power roughly parallel with the cost of living and, in a general way, with overall economic conditions.

Where are payments assigned to the variable benefit plan invested?

The variable annuity con-

(Continued on next page)

Questions and answers about annuities

(Continued from preceding page)

tributions will purchase shares in the NEA Mutual Fund, Inc., after deduction for sales charges, stated below. The normal sales charge of the NEA Mutual Fund will be waived. The NEA Mutual Fund generally invests in the common stocks of companies believed to be well established and in sound financial condition. Special emphasis is placed on the selection of common stocks which are believed to have long-term growth possibilities. At times, when the Fund believes better investment opportunities exist in bonds and preferred stocks, they may be purchased.

Can you combine fixed and variable annuities?

Yes, wherever permitted by state law. You may allocate your payments in any proportion between the fixed benefit annuity and the variable benefit annuity.

What if I die before retirement?

If you should die before age 65, the company will pay 100 percent of your gross stipulated payments or the cash value of your certificate, whichever amount is greater, to your beneficiary.

What sales costs and related expenses are deducted from my payments?

If you select either *one* of the fixed or variable accumulation accounts:

- $20 certificate issuance fee (from first payment only)
- 50c per payment (up to a maximum charge of $6 each year)
- 4 percent of each payment
- Where legally charged and applicable, state premium taxes.

If you select a *combination* of fixed and variable accumulation accounts:

- $30 certificate issuance fee (from first payment only)
- 75c per combination payment (up to a maximum charge of $9 each year)
- 4 percent of each payment
- Where legally charged and applicable, state premium taxes.

An administrative charge is made against the funds invested as tax-sheltered deposits amounting to 0.29% per year and usually deducted from dividends or other distributions.

Is there a risk in fixed annuities?

Yes. While fixed annuities guarantee a rate in a dollar amount, that very guarantee contains some risk should the purchasing power of the dollar decrease. Should the trend of inflation which began in the '40s continue, dollars put into a fixed annuity will probably decline further in purchasing power by the time you retire. If you purchase a seemingly adequate fixed annuity plan now, it may not prove to be adequate when you retire because of erosion of the purchasing power of the dollar. Of course, if deflation sets in, the reverse will be true. With a fixed annuity, there is no change in the dollar amount of your plan regardless of changes in the cost of living.

What is the risk in variable annuities?

The risk is that of the general economy as reflected in the securities held by the mutual fund. Stock prices may go up or down. In the long run, however, stock prices have tended to reflect the nation's economic growth and to roughly parallel the cost of living. There is no guarantee that this will continue in the future. However, the professional investment advisers of the NEA Mutual Fund are constantly reappraising the market, searching for the most suitable investments of your contributions with the objective of growth of capital with prudence and responsibility.

How does a tax-deferred annuity plan work?

Participation depends upon school board agreement to cooperate with qualified employees in making and transmitting deductions. You then decide how much of your annual salary you want to allocate to a tax-deferred annuity and sign a purchase agreement for such annuity. Your employer handles it from there, reducing your tax-declared salary by the authorized amount and sending that amount to the insurance company issuing the annuity contract.

Can the contribution be changed?

Yes. You may increase or decrease the amount of your contribution, just as long as the new amount fits within the maximum permitted by the Internal Revenue Service formula. You may also change the allocation between fixed and variable investments. However, only one salary allocation agreement with an employer may be made during a given taxable year.

What happens if I change teaching positions?

You may continue to participate in the NEA tax-deferred annuity program provided you continue to be employed by a public school system or by a qualifying nonprofit, tax-exempt, employing organization and provided your new employer agrees to make and transmit the deductions.

Will a tax-deferred annuity affect social security or other retirement programs?

No. It has no impact whatsoever on other retirement programs. A tax-deferred annuity plan is an individual retirement plan, which you own. Benefits are paid independently of, and in addition to, other retirement income. Employer contributions to such other plans may, however, reduce the amounts of monies on which there may be tax deferment under the tax regulations.

TO: NEA Annuity Program
P.O. Box 1088
Springfield, Illinois 62701

Gentlemen:
I am interested in learning how the new NEA tax-deferred annuities could fit into my retirement planning.

Name ..... Telephone .....

School ..... District .....

Home address .....

City ..... State ..... Zip .....

cut here and mail to Springfield, Illinois

Assistance needed

Local association has role in arranging annuity plans

Under the NEA tax-deferred annuity plan, local education associations play an important role. They help to arrange the cooperation of their school district. The job of the local association includes the following:

- Analyzing competing proposals available to teachers and selecting the best one (or ones)
- Negotiating participation by the district, which includes:

1. Securing board of education adoption of a resolution agreeing to participate, and
2. Specifying the association-selected companies for which deductions will be made.

- Maintaining an active insurance committee to provide counsel, advice, and surveillance of the program.

Sample resolutions for board adoption, criteria for evaluating carriers and policies, and other information can be obtained from the NEA Special Services Division at NEA Center.

New annuity plan offered to Association members

(Continued from page 1)

advised by individual letters of their rights to either continue the program they started or transfer to the new one after necessary action of regulatory authorities. Steps have been taken to assure against any financial loss should they elect to transfer to the new program."

More than a year and a half of planning time has been devoted to preparing this latest special service for members, Dr. Wolpert said. NEA began examining the idea of tax-deferred benefits for members, he said, after Congress passed a law (Public Law 87-370) making such programs available on a tax-favored basis for teachers and other employees of public schools. The fixed annuity plan was the first step in this planning; the new variable plan is the culminating plan for members.

Four insurance companies are marketing the new NEA annuity plan. In the states of Connecticut, Hawaii, Kentucky, New Jersey, and Wisconsin, the annuity is being sold and serviced by Life Insurance Company of North America. In California, the plan is being sold and serviced by Educators Life Insurance Company of America. After November 1, the NEA annuity will be sold in New York by INA Life Insurance Company of New York.

In all other states, the NEA annuity is being sold and serviced by the Horace Mann Life Insurance Company.

This prospectus shall not constitute an offer to sell or the solicitation of an offer to buy nor shall there be any sale of these contracts in any state in which such offer, solicitation, or sale would be unlawful prior to registration or qualification under the applicable laws of any such state.

PROSPECTUSES, NEA ANNUITY PLAN AND NEA MUTUAL FUND PAGE 1

HORACE MANN LIFE INSURANCE COMPANY
SEPARATE ACCOUNT B

HM

Executive Offices • Horace Mann Building • Springfield, Illinois

HORACE MANN

Group Variable Annuity Contract for National Education Association (NEA) Members

The certificates issued under the Group Variable Annuity Contract described in this Prospectus are offered to teachers and other employees of school systems who are members of the National Education Association of the United States and, if eligible under local membership rules, of the affiliated state education associations. Where such certificates are issued pursuant to annuity purchase plans adopted by public school systems or private schools qualified under the International Revenue Code as tax exempt educational organizations, the Internal Revenue Code affords so-called tax-sheltered treatment to participants who meet the conditions specified in the Code.

Under the Contract a series of periodic payments may be made to Horace Mann Life Insurance Company for allocation to the Horace Mann Life Insurance Company Separate Account B and for investment in the NEA Mutual Fund, Inc. Such payments may be made for a number of years and at a dollar level to be chosen by the participant. The minimum initial payment is $20 and the minimum for each subsequent payment is $10. From each such periodic payment will be deducted 4% plus 50¢ (but not exceeding $6.00 in any certificate year) for sales and administrative expenses and death benefit, mortality and expense guarantees; plus any state insurance premium taxes (which presently range from 0% to 3% in the various states). In addition, a $20 certificate issuance fee will be deducted from the first payment only. The amount remaining after deductions is allocated to the Separate Account and invested in shares of the NEA Mutual Fund, Inc. An administrative charge computed weekly at the rate of .005575% of the net assets of the Separate Account (.29% on an annual basis), will be made and will be deducted from all distributions paid by the Fund to the Separate Account or from the value of a participant's individual account upon withdrawal or transfer from the Separate Account. The primary investment objective of the Fund is long term growth, with income as the secondary objective.

A participant may elect to have his annuity payments at maturity made under any of five installment options, but proceeds of less than $2,000 under any option will be paid in a lump sum, and the schedule of payments may be modified to avoid payments of less than $10.

THESE SECURITIES HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION NOR HAS THE COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS PROSPECTUS. ANY REPRESENTATION TO THE CONTRARY IS A CRIMINAL OFFENSE.

THIS PROSPECTUS IS VALID ONLY WHEN ACCOMPANIED BY THE CURRENT NEA MUTUAL FUND, INC. PROSPECTUS.

PROSPECTUS / AUGUST 15, 1968

No person is authorized to make any representations other than those contained in this Prospectus in connection with the offers contained herein. This Prospectus does not constitute an offer in any State in which, or to any person to whom, it is unlawful to make such offer.

GLOSSARY

ACCOUNT UNIT: the term used to represent the number of shares of the NEA Mutual Fund, Inc. credited to a participant in the Separate Account during the pre-retirement period.

ANNUITANT: the recipient of annuity installment payments.

ANNUITY: a series of installment payments made for the lifetime of the annuitant, with or without payments guaranteed for a fixed period, or for the joint lifetime of the annuitant and another person and thereafter during the lifetime of the survivor.

ANNUITY PAYMENT: the amount of each installment payment pursuant to an annuity contract.

DEATH BENEFIT: an amount to be paid upon the death of the participant prior to the maturity date and while his certificate is in force equal to the cash value of the certificate or, if death occurs prior to age 65 and such amount is greater, the sum of all gross stipulated payments.

FIXED ANNUITY: an annuity with installments that do not vary with investment experience but remain fixed as to dollar amount throughout the payment period.

GROSS STIPULATED PAYMENT: the dollar amount of each payment made by a participant to the Insurance Company under a certificate offered by this Prospectus.

MATURITY DATE: the date selected by a participant, not later than his 75th birthday, upon which he ceases to make gross stipulated payments and becomes entitled to receive annuity payments according to the applicable annuity option or options.

MORTALITY GUARANTEE: the obligation of the Insurance Company to make annuity payments according to the applicable mortality tables regardless of actual mortality experience.

NET STIPULATED PAYMENT: the gross stipulated payment less all deductions therefrom provided for in the Contract.

PARTICIPANT: an individual on whose behalf gross stipulated payments are made to the Insurance Company under a certificate offered by this Prospectus.

SEPARATE ACCOUNT: the separate account established by the Insurance Company to receive and invest the payments made under the certificates offered by this Prospectus.

VALUATION DATE: the date as of which the net asset value of each share of the Fund is determined.

VARIABLE ANNUITY: an annuity with installment payments that vary with the investment experience of the Separate Account.

VARIABLE RETIREMENT ANNUITY UNIT: the term used to represent an interest in the Separate Account during the retirement period.

INTRODUCTION

The Group Variable Annuity Contract.

The group variable annuity contract (the "Contract") described in this Prospectus is designed to provide annuity benefits for teachers and other employees of school systems who are members of the National Education Association of the United States and, if eligible under local membership rules, of the affiliated state education associations. Participating employees ("participants") will be issued certificates in accordance with the provisions of the Contract. Where such certificates are issued pursuant to annuity purchase plans adopted by public school systems or private schools qualified under the Internal Revenue Code as tax exempt educational organizations, the Internal Revenue Code affords so-called tax-sheltered treatment to participants who meet the conditions specified in the Code, including the opportunity to provide for retirement with pre-tax rather than after-tax dollars. (See "Federal Tax Status.")

The National Education Association of the United States (the "NEA") has entered into the Contract with Horace Mann Life Insurance Company (the "Insurance Company") to provide the various forms of fixed and variable retirement annuities available under the Contract. The Insurance Company is an Illinois stock life insurance company, organized in 1949 and licensed to do a life insurance business in 43 states of the United States. In connection with its entry into the Contract the Insurance Company has established the Horace Mann Life Insurance Company Separate Account B (the "Separate Account"), which is registered with the Securities and Exchange Commission as a unit investment trust under the Investment Company Act of 1940. Such registration does not involve supervision of the investments or investment policies of the Separate Account.

Under the Contract a series of periodic payments ("gross stipulated payments") is made to the Insurance Company for a number of years and at a dollar level chosen by the participant. After deductions described below the balance of each such payment ("net stipulated payments") will be allocated as specified by the participant between the Separate Account and a Fixed Accumulation Account. Except where otherwise specifically stated, this Prospectus does not describe the treatment of amounts allocated to a Fixed Accumulation Account.

Amounts allocated to the Separate Account will be used by the Separate Account to purchase shares of the NEA Mutual Fund, Inc. (the "Fund"), an open-end, mutual fund registered under the Investment Company Act of 1940, and the value of such allocated amounts will fluctuate as the value of Fund share fluctuates. Long term growth is the primary, and income is the secondary, investment objective of the Fund. The assets of the Fund consist primarily of a diversified portfolio of common stocks, the value of which is subject to the risks of changing economic conditions and the ability of the management and the investment adviser of the Fund to anticipate such changes. Additional information concerning the Fund, including information as to expenses paid by the Fund, is given in the Fund Prospectus which accompanies and should be read in connection with this Prospectus.

The Objective.

The Contract provides for lifetime annuity payments, either fixed, variable or a combination of each, which are described more fully below. (See "Settlement Options") Annuity payments will commence as of a maturity date selected by the participant (the maturity date may be changed from time to time—see "Maturity Date"). To the extent a fixed annuity payment option is elected, the amount of the annuity payments will be determined by the value of a participant's individual account at maturity and will not thereafter be affected by fluctuations in the value of Fund shares. To the extent a variable annuity payment option is elected, the amount of the initial annuity payment will be determined in the same manner, but subsequent payments will fluctuate as the value of Fund shares fluctuates thereafter. It is hoped that, through changes in value of the underlying Fund shares, such payments will reflect changes in the cost of living. However, there can be no assurance that this objective will be attained because historically there has been no exact correlation between common stock prices and the cost of living, and for some periods prices of common stock have gone down while the cost of living was rising.

Charges.

From each gross stipulated payment made under the Contract there will be deducted:

(i) 4%, plus 50¢ per payment but not exceeding $6.00 in any certificate year (75¢ and $9.00, respectively, if allocation is to both a Fixed Accumulation Account and the Separate Account), for death benefit, mortality and expense guarantees, and sales and administrative expenses;

(ii) Any applicable state insurance premium taxes (such taxes vary from state to state and presently range from 0% to 3%); and

(iii) A one-time certificate issuance fee of $20 deducted from the first gross stipulated payment ($30 if allocation is to both a Fixed Accumulation Account and the Separate Account), for initial certificate issuance expenses. If the first gross stipulated payment is not large enough to fully pay the certificate issuance fee, the balance of such fee will be deducted from the second payment.

One half of the certificate issuance fee and $1.00 annually of the per-payment charges will be remitted to the NEA for its expenses in connection with the Contract.

An administrative charge will be made, computed at the rate of .005575% per week of the net assets of the Separate Account (approximately .29% on an annual basis), and is deducted from dividends and other distributions paid by the Fund to the Separate Account or from the value of a participant's individual account upon withdrawal or transfer of the interest of a certificate out of the Separate Account. The administrative charge is for bookkeeping and other administrative services. Table I following shows the amount of net stipulated payments which result from gross stipulated payments of $83.33 per month ($1,000 per year) in the first and each subsequent year.

TABLE I

Net Stipulated Payments Resulting from Annual Gross Stipulated Payments of $1,000 Payable in 12 Monthly Installments Each Year*

	Gross Stipulated Payments	Sales, Administrative and Other Expenses	Certificate Issuance Fee	Total Deductions	Net Stipuated Payments (Allocated to the Separate Account)
First Year	$1.000	$46.00	$20.00	$66.00(6.6%)	$934(93.4%)
Subsequent Years	$1.000	$46.00	——	$46.00(4.6%)	$954(95.4%)

* Does not include experience credits or deductions for premium taxes.

For a description of other features of the Contract, see "Description of the Contract."

DESCRIPTION OF THE INSURANCE COMPANY, THE SEPARATE ACCOUNT AND THE FUND

The Insurance Company is an Illinois stock life insurance company, organized in 1949. Its home offices are in the Horace Mann Building, 216 East Monroe Street, Springfield, Illinois. Since its inception the Insurance Company has been engaged in the business of selling and underwriting ordinary and group life insurance on a participating basis. In 1960 it began writing annuities and group and individual accident and health insurance. Except for group accident insurance for school children, insurance is written only on school employees and members of their families.

The Insurance Company, like other life insurance companies, is subject to regulation and supervision in all States in which it is authorized to do business. The extent of such regulation varies from State to State but, in general, all States have statutory restrictions and a supervisory agency with broad discretionary administrative powers. Such regulation relates to the licensing of insurers and their agents, the approval of policy forms, the methods of computing reserves, the form and content of financial statements, and the type and concentration of investments permitted. The Insurance Company is also required to file detailed annual reports with the supervisory agency in each of such States and is subject to examination at any time by any such agency. The Insurance Company last filed annual reports as of December 31, 1967, and was last examined as of December 31, 1965.

At December 31, 1967, the Insurance Company had admitted assets of $69,895,341, and total insurance in force of $824,836,428. The assets and financial statements of the Insurance Company should be considered only as bearing upon the ability of the Insurance Company to meet its obligations under the Contract. See "Officers and Directors of the Insurance Company" and "Principal Shareholders of the Insurance Company" for information as to those matters.

On January 26, 1968, the Insurance Company established the Separate Account pursuant to the provisions of the Illinois Insurance Code. The Separate Account is, in general, administered and accounted for as a part of the business of the Insurance Company but, under the provisions of the Illinois Insurance Code, the income, gains or losses of the Separate Account are credited to or charged against the amounts allocated to the Separate Account in accordance with the terms of the Contract without regard to the other income, gains or losses of the Insurance Company, and the assets of the Separate Account are not chargeable with liabilities arising out of any other business the Company may conduct. The Insurance Company has executed a custodian agreement with the National Boulevard Bank of Chicago pursuant to which the custodian will hold the assets of the Separate Account separate and apart from all other assets (see "The Custodian"), but all obligations arising under the Contract, including the promise to make annuity payments, are general corporate obligations of the Insurance Company. Accordingly, all of the Insurance Company's assets are available to meet its obligations and expenses under the Contract. While the Insurance Company is obligated to make the payments under the Contract, the amount of variable annuity payments is not guaranteed.

The Insurance Company performs or provides, through the custodian or otherwise, all functions necessary for the administration of the Separate Account and the distribution and sale of certificates evidencing interests in the Contract. Included among such functions are the following:

(i) guarantee of death benefit under the Contract (see "Death Benefit");
(ii) guarantee of mortality assumptions used in the Contract (see "Settlement Options"); and
(iii) sales and administrative services, including
distribution and sale of interests in the Contract (see "Distribution");
bookkeeping and other administrative services for the Separate Account;
payment of legal and accounting fees;
payment of fees for custody and safekeeping of the assets of the Separate Account; and
payment of service fees with respect to the underlying securities in the Separate Account.

The NEA Mutual Fund, Inc. is an open-end, mutual fund registered under the Investment Company Act of 1940. Such registration does not involve supervision of investments or investment policy. At April 30, 1968, the Fund had net assets of $11,222,185 and its portfolio was composed of the following types of securities:

Common Stocks	89.3%
Bonds	1.0%
U.S. Government Securities	9.4%
Cash and Receivables	0.3%

The assets of the Fund are invested and reinvested upon the recommendation of Templeton, Dobbrow & Vance, Inc., which as investment adviser to the Fund continually supervises its portfolio. For more detailed information about the Fund, see the Prospectus of the Fund which accompanies this Prospectus.

DESCRIPTION OF THE CONTRACT

The Contract has been issued to the NEA as Contract Holder and covers all participants, each of whom receives a certificate evidencing his rights under the Contract. The provisions of the Contract are discussed below; information given under "Introduction" is not repeated.

General.

Eligibility. Certificates under the Contract will only be issued to, and gross stipulated payments will only be accepted on behalf of, teachers and other employees who are members of the NEA and, if eligible under local membership rules, of the affiliated state education associations.

Paid-Up Value. If any gross stipulated payment with respect to a certificate is not paid within the grace period (31 days), the certificate will be considered paid-up. The interest of the participant in the Separate Account will continue to fluctuate in accordance with the value of Fund shares and will be increased by a proportionate part of any distributions, after deduction of the administrative charge, paid to the Separate Account by the Fund. The certificate may be reinstated at any time without penalty by resuming payments.

Cash Value. The cash value of a participant's interest in the Separate Account on any date (on or prior to the maturity date) is the value of the Account Units credited to the participant's certificate on the coincident or next succeeding valuation date of the Fund. The value on any valuation date of the Account Units credited to a certificate is the net asset value of one share of the Fund multiplied by the number of Account Units credited to such certificate, less any accrued administrative charge. The current value of a participant's interest in the Separate Account may thus be determined by multiplying the net asset value of one share of the Fund by the number of Account Units credited to his certificate and subtracting any accrued administrative charge. A certificate ceases to have a cash value after its maturity date or the date notice of death of the participant is received by the Insurance Company, whichever is earlier. (See "Death Benefit.")

Withdrawal of Cash Value. At any time before an annuity has been effected the participant may withdraw the entire cash value of his certificate. Payment will be made in a lump sum within seven days following receipt of the withdrawal request, except as may otherwise be permitted by the Investment Company Act of 1940 under exceptional circumstances. No charge or deduction is made for withdrawal. (See "Federal Tax Status.")

The right is reserved to suspend or postpone withdrawals during any period when: (a) trading on the New York Stock Exchange is restricted by the Securities and Exchange Commission or such Exchange is closed for other than week-ends and holidays, (b) the Securities and Exchange Commission has by order permitted such suspension, or (c) an emergency as determined by the Securities and Exchange Commission exists making disposal of portfolio securities or valuation of assets of the Fund not reasonably practicable.

Modification. The Contract may be modified only with the consent of the NEA and only if the modification (i) is necessary to assure continued qualification of the Contract under the Internal Revenue Code or other federal or state laws relating to retirement annuities or variable annuity contracts, or (ii) is effective only with respect to the amount of any increase in gross stipulated payments made after the date of the modification.

Termination or Discontinuance. The Contract may be terminated (the permanent cessation of the payment of all further gross stipulated payments) only by the NEA. Upon termination, or if a participant ceases to be an eligible participant or elects to have no further gross stipulated payments made with respect to his certificate, the paid-up value provision of the Contract will take effect and each participant or such participant, as the case may be, may within 90 days purchase from the Insurance Company an individual annuity contract in the form then regularly issued by the Insurance Company under which benefits and provisions are most nearly similar to those provided by such participant's certificate. The Contract may be discontinued (the permanent cessation of the issuance of new certificates) by either the NEA or the Insurance Company.

Assignment. The Contract is non-assignable, and certificates issued thereunder may be assigned only to the Insurance Company.

Beneficiary. The participant may select a beneficiary to receive the death benefit or any other amounts remaining due upon the death of the participant. The beneficiary may be changed by giving written notice to the Insurance Company.

Experience Rating. At the end of each of its fiscal years and in consultation with the NEA the Insurance Company will determine the mortality experience under the Contract. On the basis of such determination and taking its costs of administration of the Contract into account, the board of directors of the Insurance Company may in its discretion determine an experience credit in the form of additional Account Units to be applied on an equitable basis and and credited to certificates issued under the Contract.

Substitution for Fund Shares. No securities may be substituted for Fund shares already purchased by the Separate Account, or as the securities to be purchased in the future, except pursuant to a vote of the holders of certificates having an interest in the Separate Account. It is intended that any substitution would be of shares of a mutual fund with investment objectives similar to those of the Fund.

Voting Rights and Reports. Holders of certificates having an interest in the

Separate Account may instruct the Insurance Company with respect to voting the appropriate proportionate number of underlying Fund shares. For participants such number of shares will be equal to the number of Account Units credited to the participant's certificate; in the retirement period such number of shares will be determined by the proportionate interest of the annuitant in the Fund shares allocated to the Variable Retirement Annuity Account (described below). Certificate holders will receive all Fund proxy material and be given an opportunity to attend all meetings of shareholders of the Fund. Such holders will also be given a vote as provided above with respect to any proposed substitution for Fund shares, and any other matters which the Insurance Company may submit to them. They will receive a Fund prospectus annually, as well as periodic reports with respect to the Fund and the Separate Account, including annual and semi-annual reports.

The Pre-Retirement Period.

Stipulated Payments. Periodic gross stipulated payments are payable to the Insurance Company for the number of years, in amounts, and at intervals selected by the participant at the time of issuance of his certificate. Payments may be made annually, semi-annually, quarterly, monthly, or at such other time as the Insurance Company may permit. The time of payment may be changed on any due date of gross stipulated payments. The amount of gross stipulated payments may be increased or decreased by the participant, provided that without the written consent of the Insurance Company no more than one change may be made in any one taxable year of the participant and no increase may be made subsequent to delivery of a notice of discontinuance of the Contract.

Net stipulated payments (gross stipulated payments less all deductions therefrom as provided in the Contract—see "Introduction—Charges") are allocated by the Insurance Company as specified by the participant between a participant's Fixed Accumulation Account, if any, and the Separate Account. Amounts allocated to the Separate Account will be used by the Separate Account to purchase shares of the Fund at the net asset value of such shares. Such purchase will be made on the valuation date of the Fund (the date as of which the net asset value of each share of the Fund is determined) which coincides with or next follows receipt of the related payment by the Insurance Company. The participant will then be credited with a number of Account Units in the Separate Account equal to the number of shares so purchased. Dividends and capital gains distributions, if any, paid by the Fund to the Separate Account, after deduction of an administrative charge computed at the rate of .005575% per week of the net assets of the Separate Account (approximately .29% on an annual basis), will be reinvested in additional Fund shares, and the participant will be credited with the appropriate number of additional Account Units.

Additional charges may be made against the Separate Account only as may be appropriate in the future to reimburse the Insurance Company for the amount of (i) any tax liability paid or reserved for by the Insurance Company which results from the maintenance of the Separate Account (no such tax is now contemplated for contributions made in accordance with Section 403(b) of the Internal Revenue Code—see "Federal Tax Status"), and (ii) any reasonable expenses paid or reserved for by the Insurance Company which result from a substitution of other securities for Fund shares as described above. No such substitution is now contemplated and none can be made without a vote of the holders of certificates having an interest in the Separate Account.

Transfers Between Accounts. The participant may transfer a designated amount from his Fixed Accumulation Account to the Separate Account, or the value of a designated number of Account Units from his interest in the Separate Account to his Fixed Accumulation Account. Such a transfer may be made with respect to the entire balance of any account or any portion thereof having a value of at least $1,000. The transfer will be effected on the first valuation date of the Fund occurring 10 or more days after the Insurance Company receives the notice to transfer or, if so specified in the notice, on four dates as follows: 25% on such first valuation date and 33⅓%, 50% and 100% of the remainder, respectively, on the valuation dates coinciding with or next following the first, second and third anniversaries of such date. No election to transfer may be made within three years of a previous election, and no transfer will be made subsequent to the maturity date of a certificate or the date of receipt by the Insurance Company of notice of the death of the participant.

Death Benefit. Upon the death of a participant prior to the maturity date of his certificate, and provided the cash value has not previously been withdrawn, the Insurance Company will pay a death benefit equal to the cash value of the participant's individual account or, if death occurs prior to age 65 and such amount is greater, the sum of all gross stipulated payments made thereunder.

The Retirement Period.

Maturity Date. The maturity date is designated by the participant (the designation may be changed at any time at least 90 days prior to maturity), but may not be later than the participant's 75th birthday. On the valuation date coinciding with or next following the maturity date, the then cash value of a participant's individual account will be applied to the payment of the settlement options elected by the participant, and the Insurance Company will issue a supplementary certificate to the participant providing for his annuity payments.

Annuity payments will be made by the Insurance Company based upon whichever of the following is most favorable to the annuitant: (1) the schedules, predicated upon fixed and guaranteed mortality assumptions, set forth in the Contract; (2) schedules set forth in new individual annuity contracts issued by the Insurance Company upon the date the annuity payments commence; or, in the case of fixed benefit annuity payments only, (3) 103% of the amounts provided by individual single premium annuity contracts issued by the Insurance Company on such date. The Insurance Company will make such annuity payments based upon the schedules set forth in the Contract regardless of the actual mortality experience of the annuitants or the use of more recent mortality tables by the insurance industry.

Settlement Options. The Contract provides three fixed benefit annuity options and two variable annuity options as described below, but the schedule of annuity payments may be modified to avoid payments of less than $10. No more than one of each type of option may be in effect simultaneously under any certificate. If the amount applied under any one settlement option is less than $2,000, only a lump sum payment will be made under such option. If no settlement option has been elected Options Two and Four will be deemed applicable, both for a period certain of 10 years with payments guaranteed for life thereafter. Proceeds will not be applied under Options Three or Five without the consent of the Insurance Company if a designated payee is less than 55 years old on the date proceeds are to be applied under such options. Upon the death of a payee under Options One, Two or Four, remaining payments during the fixed period or period certain will be made to the beneficiary or as otherwise specified in the settlement option.

Fixed Benefit Annuity Options.

Option One. Installment Payments for a Fixed Period. To have the proceeds paid to the annuitant or beneficiary, as the case may be, in equal, consecutive, periodic installments for a selected period of from one to thirty years, provided the payment period may not extend beyond age 90. Under this option it is possible for the annuitant or beneficiary to outlive the installment payments.

Option Two. Installment Payments for Life with or without Payments Guaranteed for a Period Certain. To have the proceeds paid in equal, consecutive, periodic installments for the life of the annuitant or beneficiary, as the case may be, or for a selected period of 10, 15 or 20 years and so long thereafter as such payee shall live. *If no period certain is chosen there is no guarantee that more than one annuity payment will be made because of the possibility of the death of the payee soon after payments commence.*

Option Three. Installment Payments During Two Joint Lifetimes with Two-Thirds to Survivor. To have the proceeds paid in equal, consecutive periodic installments payable to the annuitant or beneficiary, as the case may be, as long as such annuitant or beneficiary and another designated person are both alive, with installments of two-thirds of the initial amount continued for the life of the survivor.

The amount of each installment after the first under Option One, and the amount of each installment after the first paid during a period certain under Option Two, will be increased by such share of interest in excess of the guaranteed rate of 3½% per year as may be apportioned thereto by the board of directors of the Insurance Company. Whenever all or any part of the interest of a certificate in the Separate Account is to be applied to the payment of a fixed benefit annuity option, the number of Account Units to be so applied will be cancelled, a number of shares of the Fund equal to such number of Account Units will be redeemed, and the proceeds of such redemption will be transferred to the general accounts of the Insurance Company and applied to the payment of the option elected.

Variable Annuity Options.

Option Four. Variable Annuity Payments for Life with or without Payments Guaranteed for a Period Certain. To have the proceeds paid in consecutive, monthly payments for the life of the annuitant or beneficiary, as the case may be, or for a selected period of 10, 15 or 20 years and so long thereafter as the payee shall live. *If no period certain is chosen there is no guarantee that more than one annuity payment will be made because of the possibility of the death of the payee soon after payments commence.*

Option Five. Variable Annuity Payments During Two Joint Lifetimes with Two-Thirds to Survivor. To have the proceeds paid in consecutive, monthly payments to the annuitant or beneficiary, as the case may be, as long as such annuitant or beneficiary and another designated person are both alive, with payments based on two-thirds of the original number of Variable Retirement Annuity Units continued for the life of the survivor.

Whenever all or any part of the interest of a certificate in the Separate Account is to be applied to the payment of a variable annuity option, the number of Account Units to be so applied will be cancelled, a number of shares of the Fund equal to such number of Account Units will be allocated to a sub-account within the Separate Account called the "Variable Retirement Annuity Account", and the certificate will be credited with a number (determined as described below) of "Variable Retirement Annuity Units" in the Variable Retirement Annuity Account. Fund shares allocated to the Variable Retirement Annuity Account will be redeemed periodically thereafter to provide funds for payments to be made under variable annuity options.

The number of Variable Retirement Annuity Units to be so credited to a certificate will be determined by dividing the dollar amount of the first monthly payment to be made under the selected variable annuity option by the current value of one Variable Retirement Annuity Unit on the date proceeds are so applied. For example, if the dollar amount of the first monthly premium to be made under the selected variable annuity option were $71.50 and the current value of one Variable Retirement Annuity Unit were $20, then the number of Variable Retirement Annuity Units to be so credited to the certificate would be

3.575. Thereafter, the number of Variable Retirement Annuity Units credited to such certificate will remain fixed, except under Option Five it will be reduced by one-third upon the death of the first joint payee to die.

The dollar amount of the first monthly payment to be made under a variable annuity option will be determined by multiplying the dollar amount of proceeds applied to the payment of such option by the appropriate factor in the proper Insurance Company schedule. For example, if the dollar amount of proceeds applied to the payment of the selected option were $10,000, and the appropriate factor in the proper Insurance Company schedule for such option were $7.15 for each $1,000 of proceeds (the factor under Option Four with no period certain for a male, age 65), then the dollar amount of the first monthly payment would be $71.50. The second and each subsequent payment under such option will be an amount equal to the then current value of one Variable Retirement Annuity Unit multiplied by the number of Variable Retirement Annuity Units credited to the certificate. For example, if at the time of the second monthly payment the current value of one Variable Retirement Annuity Unit were $20.76, the amount of the second payment under such option would be $74.22 (the number of Variable Retirement Annuity Units—3.575 in the example—times $20.76).

When the first allocation to the Variable Retirement Annuity Account was made, a value of $10 was assigned as the value of one Variable Retirement Annuity Unit. The current value of one Variable Retirement Annuity Unit is recalculated on the last valuation date in each month thereafter as the product of A, B and C below:

A. The value of one Variable Retirement Annuity Unit on the last valuation date in the next preceding month.

B. The investment ratio (reflecting the investment performance of the Fund for the current month) expressed as a fraction, the denominator of which is the value of a Fund share on the last valuation date in the next preceding month and the numerator of which is the value of a Fund share on the last valuation date of the current month plus the value of any dividends and other distributions attributable to such share during such month.

C. .996905, which is the present value of 1.000000 due one month hence, calculated with compound interest at the effective annual rate of 3.79% (of which .29% represents an administrative charge), provided that if the amount of the first monthly payment is determined from schedules shown in new contracts because such schedules are more favorable to the annuitant, such factor will be based on the interest rate used therein.

The value of one Variable Retirement Annuity Unit on any date other than a valuation date will be equal to its value on the next preceding valuation date.

The foregoing computation may be illustrated by a hypothetical example. Assume that, (1) the value of one Variable Retirement Annuity Unit on the last valuation date in the preceding month was $20.00; (2) the value of a Fund share on the last valuation date of the current month, plus the value of any dividends and other distributions attributable to such share during such month, was $25.00; and (3) the value of a Fund share on the last valuation date in the preceding month was $24.00. Then the current value of one Variable Retirement Annuity Unit under the Contract would be $20.00, times $\frac{\$25\ 00}{\$24.00}$, times .996905, or $20.76.

On the last valuation date in each calendar month the Insurance Company will calculate the actuarial liability of the Varible Retirement Annuity Account by determining, for all variable annuity options then in force, the product of (1) the number of Variable Retirement Annuity Units, (2) the current value of one Variable Retirement Annuity Unit, (3) the present value factor. The "present value factor" is the present value, calculated on the applicable mortality table and interest rate, of a series of monthly payments of one Variable Retirement Annuity Unit each (two-thirds of a unit under Option Five while only one payee survives), corresponding in time and conditions of payment to the future annuity payments to be made. If such actuarial liability exceeds the net asset value of all Fund shares allocated to the Variable Retirement Annuity Account, the Insurance Company will purchase Fund shares with the general funds of the Insurance Company in an amount equal in value to such excess and transfer the same to the Variable Retirement Annuity Account. If the net asset value of the Fund shares allocated to the Variable Retirement Annuity Account exceeds such actuarial liability, the Insurance Company will redeem Fund shares from the Variable Retirement Annuity Account in an amount equal to such excess and transfer the proceeds of such redemption to the general funds of the Insurance Company. The transfers described in this paragraph represent the Insurance Company's gain or loss from its guarantee of the mortality element of variable annuity options.

FEDERAL TAX STATUS

The Insurance Company. The Insurance Company is taxed as a life insurance company under the Internal Revenue Code. The operations of the Separate Account are taxed as a part of the total operations of the Insurance Company, but treated separately for accounting purposes. Under existing law there is no tax on the income and capital gains of the Separate Account to the extent attributable to certificates purchased pursuant to Section 403(b) of the Code. The Insurance Company may be taxed with respect to realized capital gains attributable to certificates not purchased pursuant to Section 403(b) of the Code, and participants under these certificates may be charged their proportionate share of such taxes. Except for such taxes, under existing law both investment income and realized capital gains are compounded through reinvestment without tax to the Insurance Company, and the Separate Account is not affected by federal income taxes paid by the Insurance Company in respect of its other operations. The Insurance Company reserves the right to charge proportionately the appropriate certificates with any tax liability (no such liability being presently contemplated) which may in the future result from maintenance of the Separate Account.

The Participant. The following is only a general discussion of the taxation of stipulated payments made to purchase certificates under the Contract and of annuity payments received thereunder. Sections 72, 401, 402 and 403 of the Internal Revenue Code contain detailed provisions respecting such taxation which cannot conveniently be summarized. Such sections and the regulations thereunder should be consulted for detailed information.

Section 403(b) of the Internal Revenue Code and the regulations thereunder provide so-called tax-sheltered treatment for annuities purchased for teachers and other employees of participating school systems. For example, a teacher may accept a reduction or forego an increase in salary under an agreement with a participating school system that the amount of such reduction or increase shall be used to purchase an annuity for the teacher. No federal income taxes will be payable on the contributions (within limits noted below) made to purchase the annuity until such time as annuity payments are received or the cash value of a participant's individual account is paid upon surrender of the certificate. In other words, instead of receiving amounts as salary, paying income taxes thereon, and in effect purchasing an annuity with the after-tax portion which remains, a teacher may enter into an agreement whereby his school system agrees to purchase an annuity with such salary amounts without the teacher currently paying federal income tax on the amounts so used. The current Internal Revenue Service position is that for years beginning after December 31, 1963, a participant may only enter into one such agreement with the same employer in any one taxable year. So long as the teacher remains an employee of a participating school system, contributions are tax-free to the extent of the teacher's "exclusion allowance." The "exclusion allowance" is computed under a complex formula contained in the Internal Revenue Code. Generally speaking, the exclusion allowance for any calendar year will be about one-sixth of the participant's gross salary for the year. Any contribution in excess of the exclusion allowance must be included in the participant's then current gross income.

No federal income tax is payable by reason of increases in value of the patricipant's Account Units due to increase in the market value of Fund shares or payment of dividends and other distributions in respect of Fund shares held in the Separate Account. Annuity payments received after retirement will be taxed at ordinary income rates, but annuitants will then generally be in lower income tax brackets. Should the participant withdraw the cash value of his individual account either upon maturity or prior thereto, the amount received will be taxed at ordinary rates, subject to the income averaging provisions of the Internal Revenue Code.

In the opinion of counsel for the Insurance Company, the annuities sold pursuant to the Contract, as evidenced by certificates issued thereunder, are annuity contracts for the purposes of Section 403(b) of the Code. Should the requirements of Section 403(b) of the Code at any time fail to be met by the Contract, or the limitation on contributions therein be exceeded, some of the tax benefits described in this section may be lost. The discussion in this section does not apply with respect to any certificate purchased otherwise than in conformity with Section 403(b).

THE CUSTODIAN

All assets of the Separate Account are held by the National Boulevard Bank of Chicago (the "custodian"), in custody for safe-keeping. The Insurance Company and not the Separate Account or the participants, pays the expenses for the safe-keeping of the Separate Account's assets. The custodianship agreement provides for its termination upon 30 days written notice by either party, provided, however, that the custodian may not resign until a successor custodian having the qualifications required by the Investment Company Act of 1940 has been appointed and has accepted the appointment. For its services, the custodian receives a fee mutually agreed upon by the Insurance Company and the custodian. The Insurance Company has agreed to indemnify the custodian against liability incurred in acting as custodian for the assets of the Separate Account, but not for liability arising out of the negligence, default or bad faith of the custodian. Additional protection for the assets of the Separate Account is afforded by the Insurance Company's fidelity bond, presently in the amount of $700,000, covering all officers and employees.

OFFICERS AND DIRECTORS OF THE INSURANCE COMPANY

The following is a list of the officers and directors of the Insurance Company, together with a brief description of their other business affiliations and business experience for the past five years.

Wayne A. Stoneking—Chairman of the Board, Director, and member of the Executive and Securities Committees of the Insurance Company; Director and member of the Executive and Securities Committes of Horace Mann Mutual Insurance Company; Treasurer and a Director of Horace Mann Investors, Inc.; Executive Secretary, Illinois Education Association; formerly Research Director of Illinois Education Association.

Dan W. Bannister—President of the Insurance Company and Horace Mann Mutual Insurance Company, Executive Vice President and a Director of Horace Mann Investors, Inc.; formerly Vice President of New Amsterdam Casualty Company, United States Casualty Company, and Security Insurance Group, and Financial Control Director, Allstate Insurance Company.

Francis Barrow—Vice President of the Insurance Company.

Grace M. Benedict—Vice President of the Insurance Company and Horace

Mann Mutual Insurance Company.

Frank Breakville—Vice President of the Insurance Company and Horace Mann Mutual Insurance Company.

Robert D. Evans—Senior Vice President of the Insurance Company and Horace Mann Mutual Insurance Company; formerly Executive Director of Illinois Life Underwriters Association, Springfield, Illinois.

John D. Pecaric—Senior Vice President of the Insurance Company and Horace Mann Mutual Insurance Company.

Ralph W. Trask—Vice President of the Insurance Company and Horace Mann Mutual Insurance Company; formerly Claims Manager, John Hancock Mutual Life Insurance Company, Indianapolis, Indiana.

Dan R. Weisman—Vice President of the Insurance Company; formerly Sales Representative, Massachusetts Mutual Life Insurance Company, Springfield, Illinois.

Raymond Newtson—Treasurer, Director and member of the Executive and Securities Committees of the Insurance Company and Horace Mann Mutual Insurance Company; Business Manager, Illinois Education Association; formerly Business Manager, Decatur Public Schools, Decatur, Illinois.

Alexander Polikoff—Secretary of the Insurance Company and Horace Mann Mutual Insurance Company; partner in the law firm of Schiff Hardin Waite Dorschel & Britton, Chicago, Illinois.

Colbert Cushing—Director of the Insurance Company; Deputy Executive Secretary of the Colorado Education Association.

J. Leonard Davies—Director of the Insurance Company; Director and member of the Executive Committee of Horace Mann Mutual Insurance Company; Professor, College of Education, State University of Iowa.

A. C. Dawson, Jr.—Director and member of the Executive Committee of the Insurance Company; Director of Horace Mann Mutual Insurance Company; Executive Secretary, North Carolina Education Association; formerly, Superintendent of Schools, Southern Pines, North Carolina.

John C. Evans, Jr.—Director of the Insurance Company; Executive Secretary of the Utah Education Association.

Albert L. Gallop—Director and member of the Executive Committee of the Insurance Company and Horace Mann Mutual Insurance Company; Executive Secretary, Minnesota Education Association; formerly Research Director, Minnesota Education Association.

James W. Green—Director and member of the Executive Committee of the Insurance Company; Executive Secretary, New Mexico Education Association; formerly Assistant Executive Secretary, New Mexico Education Association.

Carroll C. Hall—Director of the Insurance Company; formerly, Instructor, Springfield, Illinois school system.

Everett Keith—Director of the Insurance Company and Horace Mann Mutual Insurance Company; Executive Secretary, Missouri State Teachers Association.

Eugene H. Mellon—Director and member of Executive and Securities Committees of the Insurance Company; Chairman of the Board, Director, and member of the Executive and Securities Committees of Horace Mann Mutual Insurance Company; President and Director of Horace Mann Investors, Inc.; formerly Superintendent of Schools, Champaign, Illinois.

C. P. Nelson—Director and member of the Executive Committee of the Insurance Company and Horace Mann Mutual Insurance Company; Executive Secretary, Alabama Education Association.

L. W. Nimmo—Director of the Insurance Company; Director and Chief Executive Officer of Great States Life Insurance Company and Life Assurance Company of the West; Director and President, Monroe Chemical Co.

Cecil W. Posey—Director of the Insurance Company; Executive Secretary of the Oregon Education Association.

Dix W. Price—Director and member of the Executive Committee of the Insurance Company; Director of Horace Mann Mutual Insurance Company; Executive Secretary and General Counsel, Arizona Education Association.

Milson Raver—Directors and member of the Executive Committee of the Insurance Company and Horace Mann Mutual Insurance Company; Executive Secretary, Maryland State Teachers Association; Trustee and Secretary, Maryland State Teachers Association Insurance Trust.

Forrest Rozzell—Director of the Insurance Company and Horace Mann Mutual Insurance Company; Executive Secretary of the Arkansas Education Association.

Donald G. Sahli—Director of the Insurance Company; Director and member of the Executive Committee of Horace Mann Mutual Insurance Company; Director, National Education Association; Executive Secretary, Tennessee Education Association; formerly Director of Public Relations, Tennessee Education Association.

Charles H. Tennyson—Director of the Insurance Company; Executive Secretary-Treasurer of the Texas State Teachers Association.

Kenneth Wells—Director and member of Executive Committee of the Insurance Company and Horace Mann Mutual Insurance Company; Executive Secretary, Iowa State Education Association; formerly, public school teacher Ames, Iowa.

Robert H. Wyatt—Director and member of the Executive Committee of the Insurance Company and Horace Mann Mutual Insurance Company; Executive Secretary of the Indiana State Teachers Association.

PRINCIPAL SHAREHOLDERS OF THE INSURANCE COMPANY

The following table sets forth as of June 25, 1968 the holdings of common shares of the Insurance Company of each person known by the Insurance Company to own beneficially, control or hold with power to vote 5% or more of such shares:

Name and Address	Shares Owned: Amount	Shares Owned: Percent of Shares Outstanding
Horace Mann Mutual Insurance Company ..... Springfield, Illinois	406,870	29.35%
Illinois Education Association and divisions thereof Springfield, Illinois	82,590	5.96%
Investors Variable Payment Fund, Inc. ..... Minneapolis, Minnesota	101,000	7.28%

All shares owned by Horace Mann Mutual Insurance Company are owned beneficially but not of record. All other shares are owned of record.

On April 27, 1968, shareholders of the Insurance Company approved a plan of exchange with Horace Mann Educators Corporation ("Educators"), a Delaware corporation. Educators is a wholly owned subsidiary of the Insurance Company and was organized for the purposes of the plan of exchange. Under the Illinois Insurance Code the plan will become effective if, following a public hearing, it is approved by the Director of Insurance of Illinois. In that event by operation of law all outstanding stock of the Insurance Company, subject to dissenters' appraisal rights, will be automatically exchanged on a share-for-share basis for stock of Educators. The Insurance Company will then be a wholly owned subsidiary of Educators, and the shareholders of the Insurance Company who do not exercise their appraisal rights will be the shareholders of Educators. Preliminary agreements have also been reached pursuant to which the NEA and Insurance Company of North America, a Pennsylvania insurance company, or its subsidiaries would be given options to acquire up to 15% and 25%, respectively, of the outstanding stock of Educators. It is contemplated that following the effectiveness of the plan of exchange the Insurance Company will continue in existence as a subsidiary of Educators without change in its management or in the nature of its business or operations.

DISTRIBUTION

Certificates issued under the Contract will be sold by licensed insurance salesmen who are employees both of the Insurance Company and of Horace Mann Investors, Inc., a registered broker-dealer under the Securities Exchange Act of 1934. The supervision and record-keeping required by such Act with respect to the sale of the certificates will be the responsibility of Horace Mann Investors, Inc.

LEGAL OPINION

The legality of the certificates offered hereby and the opinions expressed under "Federal Tax Status" have been passed upon by Messrs. Schiff Hardin Waite Dorschel & Britton, 231 South La Salle Street, Chicago, Illinois 60604. Alexander Polikoff, a partner in such firm, is Secretary of the Insurance Company.

FIXED ACCUMULATION

A portion of each net stipulated payment may be allocated to a fixed accumulation account. The initial allocation may be changed but not more than once each year unless the Insurance Company consents in writing. The amounts so allocated for fixed accumulation will not be placed in the Separate Account. This Prospectus does not fully describe the treatment of the amounts so allocated.

REGISTRATION STATEMENT

The Insurance Company has filed with the Securities and Exchange Commission, Washington, D.C., a registration statement under the Securities Act of 1933, as amended, with respect to the certificates offered hereby. This Prospectus does not contain all the information set forth in the Registration Statement and amendments thereto, and the exhibits filed as a part thereof, to all of which reference is hereby made for further information concerning the Separate Account, the Insurance Company and the Contract described herein. Statements contained in this Prospectus as to the contents of contracts and other legal instruments are summaries, and reference is made to such instruments as filed.

FINANCIAL STATEMENTS

The financial statements of the Insurance Company which follow should be considered only as bearing on the ability of the Insurance Company to meet its obligations under the Contract. Financial statements of the Separate Account are not included because the Separate Account was not in operation during the year ended December 31, 1967.

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

Board of Directors
Horace Mann Life Insurance Company
Springfield, Illinois

We have examined the accompanying balance sheet of Horace Mann Life Insurance Company as of December 31, 1967, and the related statements of income and surplus for the two years ended December 31, 1967, and 1966. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. The propriety of the amounts at which the actuarial items (i.e., deferred and uncollected premiums, policy reserves and dividends due policyholders) are stated in the balance sheet at December 31, 1967, was certified to the Companyy by Nelson and Warren, Inc., Consulting Actuaries.

In our opinion, relying upon the certification of actuarial items by the consulting actuaries, the financial statements referred to above present fairly the statutory financial position of Horace Mann Life Insurance Company at December 31, 1967, and the related results of its operations for the two years ended December 31, 1967, and 1966, in conformity with generally accepted accounting principles or as otherwise prescribed by State regulatory authorities, as explained in Note 1 of Notes to Financial Statements, applied on a consistent basis.

RUSSELL V. WISE & CO.
Certified Public Accountants

Chicago, Illinois
January 30, 1968

CERTIFICATE OF CONSULTING ACTUARY

Board of Directors
Horace Mann Life Insurance Company
Springfield, Illinois

We have examined the following actuarial items contained in the balance sheet of Horace Mann Life Insurance Company as of December 31, 1967, and we hereby certify that in our opinion these items are correctly computed and are in accordance with the policy contracts and with the requirements of the State of Illinois:

Aggregate Reserve for Life Policies and Contracts	$44,339,908.00
Reserve for Supplementary Contracts without Life Contingencies	305,330.65
Total Policy Reserves for Future Benefits	$44,645,238.65
Policyholders' Dividend and Coupon Liability (Accumulations and Provision for 1967 Dividends)	$ 2,328,062.70
Net Life Insurance Premiums and Annuity Considerations Deferred and Uncollected	$ 4,958,958.59

NELSON AND WARREN, INC.
Consulting Actuaries

St. Louis, Missouri
January 27, 1968

HORACE MANN LIFE INSURANCE COMPANY

BALANCE SHEET
December 31, 1967
LIABILITIES, CAPITAL STOCK AND SURPLUS

LIABILITIES		
Reserve for annuity contracts—Note 1(f) and 4		$30,662,898
Reserve for life policies and contracts other than annuities—Note 1(f) and 4		13,677,010
Reserve for accident and health policies		1,204,882
Supplementary contracts without life contingencies		305,331
Policyholders' dividend and coupon liabilities		2,521,993
Policyholders' dividends due and unpaid		23,996
Policy and contract claims—Life		619,084
Policy and contract claims—Accidental and health		6,454,989
Premiums and annuity considerations paid in advance		181,300
Liability for premium deposit funds		902,659
Commission to agents due or accrued		274,330
General expenses due or accrued		186,822
Taxes, licenses and fees due or accrued		525,726
Unearned investment income		18,824
Amounts held for others		27,454
Accrued federal tax on income—Note 5		205,000
Remittances not allocated		907,107
Conversion cost		1,300
Reserve for checks written off		959
Due Horace Mann Mutual Insurance Company—Expenses		462,576
Separate Account business		395,960
Total liabilities		$59,560,200
MANDATORY SECURITIES VALUATION RESERVE NOTE 1(e)		142,910
CAPITAL STOCK AND SURPLUS		
Common Stock, $1 par value		
Authorized—5.000,000 shares		
Issued and outstanding—1,386,056 shares—Note 9		1,386,056
Assigned surplus		
Contingent reserve for federal tax on income—Note 5(e)	$ 557,333	
Contingent reserve for variable annuity	5,938	563,271
Unassigned surplus—Notes 1(c), 1(d) and 10		
Paid in surplus	7,203,683	
Earned surplus	1,039,221	8,242,904
Total capital stock and surplus		10,192,231
Total liabilities, capital stock and surplus		$69,895,341

SEE ACCOMPANYING NOTES

HORACE MANN LIFE INSURANCE COMPANY

BALANCE SHEET
December 31, 1967
ASSETS

ADMITTED ASSETS		
Bonds (book value $31,549,039)—Note 2(a)(b)		$31,549,039
Preferred stocks (book value $457,202)—Note 2(a)		457,202
Common stocks (book value $1,242,983)—Note 2(a)		1,501,188
Investment in stocks of affiliates:		
(a) Insurance companies (book value $3,622,589)—Note 2(a)	$2,892,500	
(b) Other (book value $91,952)—Note 2(a)	75,972	2,968,472
Mortgage loans, first liens (book value $23,320,410)—Note 2(a)		23,320,410
Real estate—occupied by the company (book value—$586,094)—Note 2(a)		586,094
Real estate acquired by foreclosure (book value—$40,682)—Note 2(a)		40,682
Real estate—investment property (book value—$479,269)—Note 2(a)		479,269
Policy loans (book value $1,508,736)—Note 2(a)		1,508,736
Other invested assets (book value $40,625)—Note 2(a)		40,625
Cash		665,881
Total cash and invested assets		$63,117,598
Life insurance premiums and annuity considerations deferred and uncollected—Note 3		4,958,959
Accident and health premiums due and unpaid		760,880
Accrued investment income		475,277
Other assets		171,400
Due from Separate Account business		267
Experience refund on reinsurance ceded		15,000
Separate Account business		395,960
Total admitted assets—Note 1(a)		$69,895,341

SEE ACCOMPANYING NOTES

HORACE MANN LIFE INSURANCE COMPANY

STATEMENT OF INCOME

	Year Ended December 31, 1967	1966
Premium income		
Life insurance	$16,682,890	$13,360,188
Accident and health insurance	12,425,697	7,407,971
Considerations for supplementary contracts	843,500	675,169
Total premium income	$29,952,087	$21,443,328
Investment income		
Interest on bonds	1,297,062	765,781
Dividends on stock, unaffiliated companies	63,329	43,040
Dividends on stock, affiliated companies	—	(654)
Interest on mortgage loans	1,252,691	980,414
Real estate income	86,029	27,819
Interest on policy loans	58,540	41,057
Other investment income	3,464	37,477
Total investment income	2,761,115	1,894,934
Investment expenses		
Real estate expenses	50,002	19,021
Salaries and wages	15,263	12,579
Other investment expenses	79,601	74,551
Total investment expenses	144,866	106,151
Net investment income	2,616,249	1,788,783
Other income	21,987	30,663
Total	32,590,323	23,262,774
Death and other benefits	14,127,003	9,389,934
Increase in aggregate reserves for all policies	10,198,924	7,901,061
Total	24,325,927	17,290,995
Balance	8,264,396	5,971,779
Commissions	2,929,528	2,185,625
General insurance expense	2,780,493	2,078,388
Insurance taxes, licenses and fees	632,743	415,371
Increase in loading on and cost of collecting in excess of loading on deferred and uncollected premiums	197,640	(45,840)
	6,540,404	4,633,544
Total net insurance and investment income	1,723,992	1,338,235
Less dividends to life policyholders—Note 7	904,339	633,805
Net income before federal tax on income	819,653	704,430
Provision for federal tax on income—Note 5	225,000	110,107
Net income—Note 1	$ 594,653	$ 594,323

SEE ACCOMPANYING NOTES

HORACE MANN LIFE INSURANCE COMPANY
STATEMENT OF PAID IN SURPLUS

	Year Ended December 31, 1967	1966
Paid in surplus—beginning of year	$2,983,394	$2,983,394
Additions:		
Excess of proceeds from sale of common stock over par value	4,086,179	—
Transfer of prior years stock issue expense	134,110	—
	4,220,289	—
Paid in surplus—end of year	$7,203,683	$2,983,394

STATEMENT OF EARNED SURPLUS

Earned surplus—beginning of year	$1,393,948	$ 652,344
Additions:		
Net gain from operations	594,653	594,323
Net gain on sale or maturity of investments—Note 5(d)	4,199	25,215
Net gain from changes in non-admitted assets	—	13,362
Return to earned surplus the excess of mandatory securities valuation reserve	258,594	—
Return to earned surplus of amount previously assigned for group contingency fund	—	264,146
Return to earned surplus excess in contingent federal income tax reserve	—	128,197
	857,446	1,025,243
Deductions:		
Unrealized loss on investments from changes in market value	591,576	136,036
Transfer of prior years stock issue expense	134,110	—
Dividends to stockholders—Note 10	185,406	91,843
Stock issue expense	96,747	—
Increase in contingent reserve for federal tax on income—Note 5(e)	194,403	—
Provision for contingent reserve for variable annuity	5,938	—
Increase in non-admitted assets	3,993	—
Increase in mandatory securities valuation reserve—Note 1(e)	—	55,760
	1,212,173	283,639
Earned surplus—end of year	$1,039,221	$1,393,948

SEE ACCOMPANYING NOTES

HORACE MANN LIFE INSURANCE COMPANY
NOTES TO FINANCIAL STATEMENTS

1. Basis of Financial Statement Presentation

The accompanying financial statements have been prepared in accordance with annual statement accounting requirements prescribed or authorized by regulatory State insurance departments (with certain modification, principally as to presentation, for purposes of registration with the Securities and Exchange Commission). Certain accounting practices under the State insurance department requirements are not in accordance with generally accepted accounting principles. The more important of these accounting practices are indicated in the following subparagraphs (a) through (h):

(a) Assets shown on the balance sheet are the admitted assets of the Company, certain non-admitted assets thereby being excluded. (See Note 6.) The term "admitted assets" means the assets stated at values at which they are permitted to be reported to the domiciliary State regulatory authority for balance sheet purposes in the annual statement in accordance with the rules and regulations of such regulatory authority. The term "non-admitted assets" means assets other than assets which are so permitted to be reported. Net changes in non-admitted assets during the respective periods of the financial statements are reflected in earned surplus.

(b) Investments in bonds and stocks are stated at admitted values as prescribed by the National Association of Insurance Commissioners. For details see Note 2 (a).

(c) Commencing with the annual statements filed as of December 31, 1965 with the State insurance departments, both earned and paid-in surplus are shown separately on the balance sheet.

(d) Realized gains on sale or maturity of investments are credited (and realized losses charged) directly to earned surplus. Unrealized investment capital gains and losses during the respective periods of the financial statements (resulting from the valuation of bonds and stocks and other investments at admitted values) are correspondingly reflected in earned surplus, but without recognition of any deferred Federal capital gains taxes thereon. As described in subparagraph (e), the realized and unrealized gains (losses) on securities as credited (charged) to earned surplus are transferred annually out of earned surplus to a reserve entitled "mandatory securities valuation reserve" (subject to certain limitations noted in subparagraph (e)).

(e) The mandatory securities valuation reserve, applicable to investments in bonds and stocks (and in any savings and loan shares) is provided out of earned surplus and shown as a liability. This reserve, as prescribed by the National Association of Insurance Commissioners, generally consists of (1) gains and losses (realized and unrealized) on investment bonds and stocks (less any Federal income taxes on net long-term capital gains realized in 1959 and subsequent years—see Note 5) and (2) the aggregate amount (as annually provided for) of specified percentages of the admitted values of these investments. The reserve is limited to a maximum amount approximately equal to the sum of 1% of the admitted value of bonds (and any savings and loan shares), 20% of the admitted value of preferred stocks and 30% of the admitted value of common stocks.

(f) Policy reserves are based upon statutory mortality requirements which generally exceed anticipated mortality. Refer to Note 4.

(g) Commissions and other acquisition costs relating to issuance of new policies are charged to operations in the year incurred rather than amortized against the related premium income over the expected policy life.

(h) Common stock distributed to stockholders as a stock dividend is charged at its par value to earned surplus. No earned surplus charge and offsetting credit to paid-in surplus is made for the excess of its market value over par value.

The aggregate effect on the financial statements of practices, as indicated above, that are not in accordance with accounting principles generally accepted in other industries, is not reasonably determinable.

2. Investments

(a) Admitted values of investments are substantially as follows for the respective classifications of investments shown in the balance sheet:

(i) Securities (bonds and stocks)—admitted values as prescribed by the National Association of Insurance Commissioners. In general, bonds qualifying for amortization are stated at amortized cost, and stocks (and any bonds not qualifying) at values based upon market quotations.

(ii) First mortgage loans on real estate—unpaid balances.

(iii) Real estate—depreciated cost less any encumbrances.

(iv) Policy loans—unpaid balances (not exceeding the respective cash values of the individual policies on which the loans are made).

(v) Notes receivable—unpaid balances.

(b) Bond investments, as shown in the balance sheet at admitted value (amortized cost) in the amount of $31,549,039 at December 31, 1967, had values based upon market quotations of approximately $27,942,575 at that date. Bonds with admitted value of $498,826 at that date were on deposit with State insurance departments.

3. Life Insurance Premiums and Annuity Considerations Deferred and Uncollected

Life insurance premiums and annuity considerations deferred and uncollected are premiums which are payable in installments not yet due or collected but for which actuarial reserves have been computed on the assumption that the full premium for the current policy years has been collected. The amount shown as an admitted asset does not include that portion of the premiums which represent loading for expenses.

4. Method of Calculating Reserves

Most of the Company's reserves are calculated on the Commissioners' Reserve Valuation Method which allows a smaller percentage of the premium to go into reserves the first year than in renewal years. Reserves on most of the Company's ordinary life insurance are calculated on the basis of the Commissioners' 1941 Standard Ordinary Mortality Table with assumed interest of 2½%. On January 1, 1965, the Company began to use the Commissioners' 1958 Standard Ordinary Mortality Table with assumed interest not in excess of 3½%. The change to the use of this mortality table, which projects lower mortality rates at all ages, will be accompanied generally by a decrease in premium rates, reserves and policy values. It is not anticipated that the change to the new mortality table will have a material effect upon the Company's future operations.

5. Federal Income Taxes

(a) General. Prior to 1958, life insurance companies were subject to Federal income taxes only on a portion of their net investment income and were not taxed on underwriting profits or capital gains. Under the Life Insurance Company Income Tax Act of 1959, applicable generally to 1958 and subsequent years, life insurance companies are taxed not only on net investment income but also on underwriting income and on capital gains. In general, life insurance companies are taxed on total investment income or gain from operations, whichever is smaller, plus one-half of any excess of gain from operations over taxable investment income. During the years 1959 through 1961 net long-term capital gains were subject to a separate tax at the rate of 25% against which a net loss from operations could not be offset. Effective with the year 1962 such gains are included in the general tax base with a 25% alternative tax available where advantageous.

(b) Policyholders' Surplus Account. Under the law, beginning January 1, 1959, the one-half of the excess of gain from operations over taxable investment income not currently taxed (with certain adjustments) is accumulated in a memorandum account for tax purposes, the "Policyholders' Surplus Account," which is comprehended in earned surplus. Federal taxes on this untaxed income in the "Policyholders' Surplus Account" are included:

(i) When and to the extent the "Policyholders' Surplus Account" exceeds a prescribed maximum (which maximum the Company has not exceeded) or

(ii) When and if distributions (other than stock dividends) are made to stockholders in excess of currently taxed income accumulated since December 31, 1957, of $997,397.

(c) Taxes on Operation Gains. Under the provisions of the Life Insurance Company Income Tax Act of 1959, as generally outlined above, the Company has accumulated untaxed income from 1959 which is estimated to be $456,698 at December 31, 1967, in "Policyholders' Surplus Account" which is included in Earned Surplus. If and when distributions to stockholders are made in excess of taxed income accumulated since December 31, 1957 additional federal taxes on income would accrue as a result of such additional amounts being treated under the tax law as having been distributed from the "Policyholders' Surplus Account." Had distributions from earned surplus at December 31, 1967 been made in excess of $997,397, distributions from the "Policyholders' Surplus Account" would have resulted. Based on the 1967 tax rate of 48% a maximum tax of $219,215 on the previously accumulated untaxed income of $456,698 would have resulted if distributions (including the aforementioned $997,397) had been $1,454,095 or more at December 31, 1967.

(d) Taxes on Capital Gains. Taxes on realized capital gains shown in the Company's statement are not significant. Due to the method of valuing the Investment in Affiliates, which resulted in a write down of $730,089, no unrealized capital gain is reflected in the accounts.

(e) Internal Revenue Service Examinations. The Federal income tax returns prepared by the Company for years subsequent to the enactment of the Life Insurance Company Income Tax Act of 1959 have been prepared on a basis consistent with the accounting requirements of the Insurance Department of Illinois. Internal Revenue Service has examined the returns filed for the years 1959 through 1961, inclusive, and disallowed certain deductions from income required by the Insurance Department of Illinois, which resulted in an assessed income tax deficiency of $35,659 for the three year period which was paid in 1963. Management is of the opinion that the deductions were allowable under the Act, and the Company has filed for a refund of $35,659. Accordingly, an account receivable for this amount, which is properly classified as a non-admitted asset, has been established.

The federal income tax returns which the Company filed for the years of 1962 through 1965 were filed on the same basis as the returns for the years of 1959 through 1961 and each indicated no federal income tax due.

The Internal Revenue Service during July of 1966 completed an examination of the tax returns filed by the Company for the years of 1962 through 1965 and determined a total tax deficiency, which including interest through December 31, 1967 amounts to $382,041—assessments $318,524, interest $63,517. This deficiency was developed largely due to the disallowance of the same deductions as were mentioned above and with which management does not agree.

The insurance industry in general has disagreed with the position taken by the Internal Revenue Service regarding these issues and authorized representatives of both the Industry and the Internal Revenue Service have been working together for the past several years in an attempt to resolve these issues.

The Company, through its legal representatives, requested a review of the examination. Internal Revenue Service, however, requested deferment of the review pending court decisions on similar cases.

The Company estimated the income tax liability for the year of 1967 on the same basis as previous returns filed. This estimate indicates a tax liability of $225,000 which is reflected in the financial statements at December 31, 1967. The income tax liability has been reduced by a $20,000 payment made during the current year. The Company also computed the tax liability on the net profits for 1967 on the basis used by the Internal Revenue Service in the examination of the returns for the years of 1962 through 1965. This computation developed a tax liability of $390,175.

By following the Internal Revenue Service method of computing the income tax liability, the company determined an additional tax of $9,794 for 1966 and $165,175 for 1967. Accordingly the Company transferred $175,292, representing $174,969 for the additional tax liability and $323 for interest thereon, from earned surplus to contingent reserve for federal tax on income.

6. Non-admitted Assets

Non-admitted assets as defined in Note 1 (a) and excluded from the balance sheet at December 31, 1967, amounted to:

Agents balances	$ 5,369
Furniture and equipment (cost less accumulated depreciation)	24,563
N. S. F. checks	20,134
Travel advance	9,247
Federal Income Tax recoverable—Note 5(e)	35,659
Accident and Health premiums due and unpaid over 90 days	12,970
Total non-admitted assets	$107,942

7. Dividends on Participating Policies

The Company offers a variety of whole life, both participating and non-participating, endowment, retirement income, individual term, franchise term and group life plans and annuities.

On participating ordinary life insurance and annuities, the amount of dividends paid each year has been in accordance with a predetermined formula established by actuaries for each life insurance policy and annuity plan. On group life insurance, dividends are based upon a formula applicable to each group wherein the mortality experience of that particular group determines the amount of the dividend.

8. Contingent Liabilities

The aggregate reserve for life policies and contracts and the provision for policy and contract claims under life policies are after deduction of reinsurance with other companies. Contingent liability is present with respect to reinsurance which would become an ultimate liability in the event that such reinsuring companies or any of them might at some later date be unable to meet their obligations to the Company under the existing reinsurance agreements. However, the statutes and regulations of the various states permit insurance companies in their financial statements to treat risks which are reinsured with other approved insurance companies, to the extent of the reinsurance, as though they are not risks for which the ceding company is liable, and, consequently, no reserves have been provided for such contingencies.

As to possible deferred Federal taxes on untaxed income in unassigned surplus, see Note 5 (c).

As to possible Federal tax on income as a result of adjustment of deductions from operating income, see Note 5 (e).

9. Capital Stock

There are no capital shares held for the account of the Company nor reserved for options, warrants, conversions, or other rights.

10. Unassigned Surplus

Under the Illinois Insurance Code, dividends on common stock may be paid only from earned surplus and no dividend may be declared or paid if such surplus is or would be reduced by the dividend to less than the minimum original surplus required by the Code. Except in the case of stock dividends, earned surplus does not include surplus arising from unrealized appreciation in value of investment. Under these restrictions $1,039,221 of unassigned surplus at December 31, 1967 was available for payment of other than stock dividends, and $1,039,221 was available for payment of stock dividends. The original minimum capital and surplus required by the Code would not be impaired should dividends as mentioned above be distributed.

On September 13, 1967, the Company declared a 10% stock dividend to shareholders of record September 29, 1967, payable October 23, 1967. Under the terms of this declaration, no fractional shares were to be issued. Instead of receiving a fractional share, the shareholder was to receive cash for his fractional share, determined by a value per share designated by the board of directors at September 13, 1967.

This dividend resulted in the transfer from Earned Surplus to Capital Stock of $123,214 representing the issuance of 123,214 shares at $1 par value each and a charge to Earned Surplus for $62,192 representing the cash disbursed in lieu of the issuance of fractional shares.

MUTUAL FUND, Inc.

Created for Members of the National Education Association (NEA) who are also, if eligible (see page 8), members of an appropriate state affiliate

JULY 15, 1968

PROSPECTUS

The Capital Stock of NEA Mutual Fund, Inc., is offered in amounts of $25.00 or more at the net asset value per share plus a sales charge of 2% of the offering price. The offering price is determined daily, and will vary with the fluctuations of the market value of the securities owned by the Fund.

Shares are redeemed by the Fund at net asset value, subject to certain redemption charges which in no event may exceed 1%. The net asset value of the shares at redemption may be more or less than the investor's cost, depending upon the market value of the portfolio securities at the time of redemption (See "Liquidating your NEA Mutual Fund, Inc. Shares" on page 14).

Service charges applicable to transactions with the Fund are set forth on page 12.

Educators Fund Management Corporation is the sole distributor and principal underwriter for the shares of the Fund. No sales are made through securities salesmen or other brokers or dealers.

THESE SECURITIES HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION NOR HAS THE COMMISSION PASSED UPON THE ACCURACY OR THE ADEQUACY OF THIS PROSPECTUS. ANY REPRESENTATION TO THE CONTRARY IS A CRIMINAL OFFENSE.

TABLE OF CONTENTS

Objectives and Investment Policies 10
Restrictions 10
How the Fund Is Managed 10
Management Corporation 10
Guaranty That Expense Shall Not Exceed ¾ of One Per Cent 10
Underwriter 11
Investment Adviser 11
Transfer Agent and Custodian 11
Per Share Income and Capital Changes 10
Officers and Directors 11
How to Invest in NEA Mutual Fund, Inc. Shares 11
The Accumulation Account 12
The Certified Account 12
The Withdrawal Plan 12
How Each Investment of Yours Is Handled 12
Allocation of Portfolio Brokerage 12
Service Fees Charged and Collected by the Transfer Agent 12
Distributions of Net Income and Any Realized Security Profits 12
Tax Status 13
Determination of Net Asset Value 13
Liquidating Your NEA Mutual Fund, Inc. Shares 14
General Information 14
Capitalization 14
Non-cumulative Voting 15
Reports to Stockholders 15
Security Investments 13, 14
Statement of Net Assets 14
Statement of Income 14
Statement of Changes in Net Assets 15
Notes to Financial Statements 15
Report of Independent Certified Public Accountants 15
Registration Statement 15

OBJECTIVES AND INVESTMENT POLICIES

The primary objective of NEA Mutual Fund, Inc. is long-term growth with income as the secondary objective. Because of the risks inherent in investing in securities whose prices are subject to market fluctuations, the objectives of the Fund do not imply assurance that an investor's capital or income will increase or that purchases of the Fund's shares involve a preservation of original capital or protection against loss of value.

The Fund will, under ordinary circumstances, invest its assets in the common stocks of companies believed to be well-established and in sound financial condition. Special emphasis will be placed on the selection of common stocks which are believed to have long-term growth possibilities. Purchases of securities will generally be made for long-term holding; there will be no short-term trading. Therefore, portfolio changes will usually be accomplished gradually. However, management is not restricted and may effect short-term transactions when events subsequent to portfolio purchases make the investments appear undesirable for long-term holding. At times when it believes common stock prices will decline, bonds and preferred stocks may be purchased.

While, as stated, income is not the Fund's primary objective, it is hoped that the accumulation of stocks with growth characteristics will achieve future income, the secondary objective.

The objectives and investment policies described above are fundamental policies that may not be changed without approval of a majority of the outstanding shares.

The Fund is not restricted in the portion of its assets which may be held in cash, government securities, debt securities or securities other than common stocks which have equity features such as preferred stocks or convertible debentures. Only marketable securities will be purchased, primarily those traded on the New York Stock Exchange or other national securities exchanges.

RESTRICTIONS

For the protection of the Fund's stockholders certain restrictions have been adopted and these cannot be changed without the approval of the holders of a majority of the Fund's outstanding shares.

- As an open-end investment company, the Fund may not issue any senior securities.
- The Fund may not borrow money or mortgage, pledge, or hypothecate any of its assets; provided that the Fund may borrow, mortgage, pledge or hypothecate as a temporary measure for extraordinary or emergency purposes up to ten per cent (10%) of the gross assets of the corporation taken at cost.
- The Fund may not underwrite the sale of securities nor participate in any underwriting group.
- The Fund may not purchase or sell real estate, commodities or commodity contracts.
- The Fund may make no loans to any person or firm (but it may purchase bonds and other obligations constituting part but not all of an issue).
- The Fund does not intend to concentrate its investment in any particular industry, or industries, but may invest up to twenty-five per cent (25%) of its total assets in one industry. As to seventy-five per cent (75%) of the value of the Fund's total assets, at no time shall more than five per cent (5%) be invested in the securities of any one issuer (other than the U. S. Government); as to the remaining twenty-five per cent (25%) of the Fund's total assets, no investment shall be made that, at the time of the investment, would cause more than five per cent (5%) of the Fund's total assets to be invested in the securities of any one issuer (other than the U. S. Government).
- The Fund may not acquire more than ten per cent (10%) of the outstanding voting securities of any issuer.
- The Fund may not invest its funds for the purpose of exercising management or control.
- The Fund may not invest its funds in the securities of companies which have a record of less than three years' continuous operation.
- The Fund may not invest in the securities of other investment companies except as a part of a plan of merger or consolidation.
- The Fund may not purchase any securities on margin, sell any securities short, or engage in puts or calls or any combination thereof.
- The Fund may not purchase or hold the securities of another company if one or more officers or directors of the Fund individually own beneficially more than one-half of one per cent (½ of 1%) and in the aggregate own more than five per cent (5%) of the securities of that other company.

HOW THE FUND IS MANAGED

Contractual arrangements have been made for various services with organizations that handle the conduct of the Fund's affairs. These contracts with the Management Corporation, the Underwriter, the Investment Adviser, and the Custodian were approved at the last annual meeting of stockholders and shall continue from year to year to the extent that such continuance is approved annually by a vote of a majority of the outstanding shares of the Fund or by a majority of the Board of Directors thereof including a majority of the Directors who are not affiliated with the investment adviser or Management Corporation. The agreements may be terminated by mutual consent, or on sixty (60) days' notice by either party, or at any time by a vote of the majority of the outstanding shares of the Fund or a majority of the entire Board of Directors, and will be terminated automatically if assigned.

Management Corporation. Educators Fund Management Corporation, 1101 17th Street, N.W., Washington, D. C. 20036, which is wholly owned by NEA and affiliated State Associations, is responsible for the business management of the Fund. It (i) provides offices, personnel, correspondence facilities and similar services, (ii) is charged with responsibility for maintaining proper performance of the Fund's contracts with the other organizations providing services to the Fund, (iii) pays all salaries of the officers of the Fund and (iv) maintains the Fund's general ledger books and determines the price of shares (see "How Each Investment of Yours Is Handled," page 12).

For these services the Management Corporation receives an annual fee of four-tenths of one per cent (4/10 of 1%) of the net asset value of the Fund computed as one-tenth of one per cent (1/10 of 1%) of the net asset value of the Fund as of the close of business on the 15th day of the second month of each quarter and payable quarterly.

Guaranty That Expense Shall Not Exceed ¾ Of One Per Cent. Under the terms of the Management Agreement between the Fund and Educators Fund Management Corporation, the latter guarantees that all annual expenses of the Fund (including the fee of the Management Corporation but excluding sales charges, investors' service charges collected directly by the Bank, as explained on page 12, interest and taxes) shall not exceed three-quarters of one per cent (0.75%), of the net assets of the Fund. To the extent that such expenses exceed three-quarters of one per cent (0.75%), the fee to the Management Corporation shall be reduced or eliminated or the Fund shall be reimbursed by the amount of the excess, as the case may be.

PER SHARE INCOME AND CAPITAL CHANGES
(for a share outstanding throughout the period)

	May 1, 1967 to April 30, 1968	*May 1, 1966 to April 30, 1967*	*May 1, 1965 to April 30, 1966*	*October 14, 1964 to April 30, 1965*
Income and Expenses:				
Income	.29	.30	.27	.05
Operating expense	.08	.07	.08	.02
Net income	.21	.23	.19	.03
Dividends from net income	.22	.20	.03	—
Capital Changes:				
Net asset value at beginning of period	$11.71	$11.73	$10.48	$10.00
Net realized and unrealized profits or (losses) on securities	.59	.63	1.09	.45
Distributions from realized capital gains	.17	.04	—	—
Adjustment for sale and repurchase of own shares at values lower than 5/1/66 and 4/30/67 values (See Note)	—	(.64)	—	—
Net asset value at end of period	$12.12	$11.71	$11.73	$10.48
Note: Shares Issued	315,118			
Shares Repurchased	23,681			
Ratios to Average Net Assets:				
Operating Expenses	.67	.67	.75	.37
Net income	1.89	2.13	1.75	.46
Number of shares outstanding at end of period	926,126	667,124	375,687	81,993

Underwriter. Educators Fund Management Corporation, the Fund's principal underwriter, also is the distributor of shares of the Fund. It assumes the cost of selling and distributing the shares of the Fund, including expenses of qualifying the Fund's shares for sale to the public, and cost of printing documents in connection with the registration and sale of these shares. For these services Educators Fund Management Corporation is compensated by retaining the difference (2%) between the offering price and net asset value. Shares will not be offered through dealers. As distributor, Educators Fund Management Corporation has appointed The First Pennsylvania Banking and Trust Company as its agent for the purpose of maintaining records of purchases of shares, mailing confirmations and such other duties as may be required for the distributor to comply as a broker-dealer with regulations of state and federal regulatory bodies.

Investment Adviser. The Fund has entered into an agreement, dated February 23, 1968 and effective April 1, 1968, with Templeton, Dobbrow & Vance, Inc. (Templeton), 163 Engle Street, Englewood, New Jersey 07631, whereby the latter acts as the investment adviser to the Fund. The investment adviser engages in and conducts research and analysis on investment securities, and furnishes the Fund with advice concerning its investment activities, and the purchase and sale of securities, in keeping with the Fund's investment objectives and policies. The final decision with respect to such purchases and sales rests with the Board of Directors.

Templeton, an investment advisory organization, has had long experience in managing the investments of both individual and institutional investment programs. It is a wholly-owned subsidiary of Lexington Research & Management Corporation, (Lexington) an established financial research and management organization. We are informed that the only persons owning beneficially or otherwise more than 10% of the stock of Lexington are William J. Damroth and John L. Schroeder, who are considered to have a beneficial interest of 40.8% and 15.2% respectively of its voting stock.

The Fund's Investment Advisory Contract with Templeton stipulates that the latter agree to supervise the Fund's holdings on a continuous basis, to make reviews of its investment portfolio, and to recommend changes whenever such appear desirable.

For its services as investment adviser, Templeton receives a fee equal to one-tenth of one per cent (1/10 of 1%) annually of total net asset value payable and based on quarterly valuations.

On March 28, 1968, Lexington entered into an agreement with Piedmont Management Company Inc., pursuant to which all outstanding voting stock of such Investment Adviser is to be acquired by Piedmont Management Company Inc., or a wholly-owned subsidiary thereof.

The acquisition is subject to several conditions, including approval by shareholders of certain mutual funds for which Lexington acts as Investment Adviser, approval by the respective regulatory authorities, and certain tax rulings. When the acquisition is consummated, the Investment Advisory Agreement dated February 23, 1968 will be automatically terminated and a new Advisory Agreement with Templeton, dated May 29, 1968 (the terms and conditions of which are identical with those of the Agreement dated February 23, 1968, except as to effective date), will become effective. The terms of the acquisition do not involve any change in the executive or investment personnel of the Investment Adviser, nor in the location or nature of its operation.

Transfer Agent And Custodian. The First Pennsylvania Banking and Trust Company, Philadelphia, Pennsylvania, as Transfer Agent, keeps complete records of all stockholders' accounts. It receives and records stockholders' investments (sending confirmations thereof to the stockholders), and handles the issuance and transfer of the Fund's shares. As Transfer Agent, it collects service fees described on page 12. As Custodian of the underlying securities, the Bank holds all of the funds, assets and securities and is responsible for their safekeeping. The services of The First Pennsylvania Banking and Trust Company do not provide protection for investors against possible depreciation of assets, and the Bank does not maintain any supervisory function over management in such matters as purchase or sale of portfolio securities or declaration of dividends, nor do the services of the Bank provide any trusteeship protection.

OFFICERS AND DIRECTORS

The Directors make the basic policy decisions regarding the management of the Fund, and, through an Investment Committee (composed of five Directors and responsible to the full Board) make final decisions with respect to purchases and sales for the investment portfolio.

The Board of Directors of the Fund are elected by the stockholders to terms of three years, staggered so that the terms of one-third of the entire Board expire each year. The Directors, in turn, choose the officers of the Fund. The current directors and officers, their principal occupations during the past five years, and the years their terms as directors expire are listed below.

ROBERT H. WYATT, *President and Director* • (Term expires 1970).* Executive Secretary, Indiana State Teachers Association; Director, Brotherhood Mutual Life Insurance Company; Director, Aquila Life Insurance Company; Director, Investment Corporation of America; President, Board of Trustees, Indiana State Teachers Retirement Fund; Past President, NEA; Director of Educators Fund Management Corporation.

G. BAKER THOMPSON, *Vice President and Director* (Term expires 1970).* Member of Executive Committee and Board of Directors, NEA; Superintendent, Delaware County Schools, Media, Pa. (Retired); Past President, Pennsylvania State Education Association; Vice Chairman of the Board of Educators Fund Management Corporation.

NEWELL BLAIR, *Executive Vice President, Chief Executive Officer and Director* • (Term expires 1970).* President and Director of Educators Fund Management Corporation; Attorney.

MARGARET STEVENSON (Miss), *Secretary and Director* (Term expires 1970).* Executive Secretary, Department of Classroom Teachers, NEA.

MILDRED D. ERICKSON (Mrs.), *Treasurer, Assistant Secretary and Director. (Term expires 1971).* Treasurer of Educators Fund Management Corporation; Accountant; Supervisor, Accounting Department, Columbian Financial Corporation (1961-64).

ANNA B. HAMILTON (Mrs.), *Assistant Secretary. Treasurer (1963-65),* Secretary of Educators Fund Management Corporation; Secretary, Weaver and Glassie (1962-64).

DAN W. BANNISTER, *Director. (Term expires 1971).* President and Chief Executive Officer, Horace Mann Mutual Insurance Company, Horace Mann Life Insurance Company, and Horace Mann Insurance Company; Executive Vice-President, Horace Mann Fund, Inc.; President and Director, Horace Mann Educators Corporation; Director, Illinois National Bank of Springfield, Illinois; Director, Teachers Services Corporation.

RICHARD D. BATCHELDER, *Director*• (Term expires 1969).* Executive Secretary, California Teachers Association, Southern Section; Past President, NEA; Housemaster, Barry House, Newton High School, Newton, Mass. (1960-66); Past President, Department of Classroom Teachers, NEA; Chairman of the Board of Educators Fund Management Corporation; Director and Chairman of the Board, Teachers Services Corporation.

HARVEY R. BERGER, *Director • (Term expires 1969).* Adjustment Counsellor, Marblehead Public Schools, Marblehead, Mass.; Associate Professor, Salem State College, Salem, Mass.

GEORGE D. FISCHER, *Director. (Term expires 1971).* President-Elect, NEA; Teacher, Des Moines Technical High School; President, George D. Fischer Enterprises.

ELIZABETH D. KOONTZ (Mrs.), *Director. (Term expires 1970).* President, NEA; Past President, Department of Classroom Teachers, NEA; Classroom Teacher, Salisbury, N.C.

SAMUEL M. LAMBERT, *Director. (Term expires 1969).* Executive Secretary, NEA; Assistant Executive Secretary, NEA (1965-66); Director of Research, NEA (1956-1965).

JOSEPH A. LETORNEY, *Director. (Term expires 1971).* Former Principal, Avon High School, Avon, Mass.; Past President, Massachusetts Teachers Association; Chairman, NEA Special Services Committee (1965-67); Vice-President, Teachers Services Corporation.

DONALD E. MORRISON, *Director. (Term expires 1969).* Classroom Teacher, Samuel Gompers Junior High School, San Diego, Calif.; Member, Board of Directors, NEA.

KENT R. MULLIKIN, *Director* • (Term expires 1969).* Regional Vice President (Retired 1964), the Equitable Life Assurance Society of the United States; Real Estate Consultant; Director, Citizens National Bank, Laurel, Md.; Chairman, Advisory Board of Loyola Federal Savings and Loan Association, Laurel, Md.; Trustee, St. Mary's College; Trustee, Maryland Historical Trust, Inc.; Chairman, Maryland Commission on the Capital City.

EWALD TURNER, *Director. (Term expires 1971).* Principal, Helen McCune Junior High School, Pendleton, Oregon; Past President, NEA; Past President, Department of Classroom Teachers, NEA.

All but five of these directors and officers are primarily engaged in educational work. The Board of Directors has the responsibility for all investment decisions made. It intends to follow the recommendations of Templeton, Dobbrow & Vance, Inc. as to purchases and sales of portfolio securities to the extent that such recommendations, in the opinion of the Board, are in accord with the Fund's stated policies and objectives.

Any remuneration paid to directors and officers for full or part-time services will be paid by the Management Corporation, except (i) reimbursement for travel expenses and (ii) fees for attending directors' meetings may be paid by the Fund.

The By-laws of the Fund provide for a Board of fifteen directors. The agreement with the NEA for the use of NEA's name and membership lists provides that such agreement shall remain in effect only so long as a majority of the directors shall be members of the NEA. As permitted by the By-laws, the Board of Directors has selected from its members an Executive Committee consisting of six directors of the Fund to exercise the powers of the Board between meetings of the Board. However, the Executive Committee may not borrow money, create liens upon the assets of the Corporation, fix the compensation of directors, increase or decrease the size of, or fill vacancies in the Board, dissolve or change the permanent membership of the Executive Committee, make or amend By-laws, or nullify a Resolution of the Board.

HOW TO INVEST IN NEA MUTUAL FUND, INC. SHARES

It is the general intention of the Fund to make its shares available only to (i) members of the National Education Association who are also members, if eligible,† of appropriate State affiliates, (ii) affiliated associations, and (iii) funds predominantly owned by or the beneficiaries of which are predominantly members of the National Education Association.

Any person or organization eligible under the preceding paragraph may invest in the shares of the Fund in any of three basic types of accounts: the Accumulation Account; the Certificated Account; and the Withdrawal Plan. Investments may be held in individual accounts or in joint accounts with the

*Member of Executive Committee
•Member of Investment Committee

right of survivorship. In the event of the death of the NEA member, NEA membership is not required for the surviving owner-spouse in a joint account to continue to invest in the same account. Investments in the Fund do not assure a profit nor protect you from loss in declining markets.

All types of accounts are begun by completing the NEA Mutual Fund, Inc. Application to Purchase Shares and mailing it to The First Pennsylvania Co., P. O. Box 8717, Philadelphia, Pa. 19101, with your check payable to 1st PA. CO. AGT.**

The Accumulation Account. All accounts of less than 100 shares must be Accumulation Accounts, for which no formal certificates of stock ownership will be issued. Confirmations or notices will be issued by the Transfer Agent for each change in the status of your account.

When you start an Accumulation Account, you simply invest any sum of money amounting to $25 or more (subject to the service fees explained on page 12). You may add to it whenever you please in even dollar amounts of $25 or more. The $25 minimum for initial and subsequent purchases was set to make it easy to start an Accumulation Account, but the Fund does not recommend purchasing for small Accumulation Accounts less often than once a month because, until the investor has purchased at least $240 worth of shares, the expense may exceed the income from the investment. Whether you make a single investment, occasional investments or regular monthly investments in your Accumulation Account, dividends and any capital gains are automatically reinvested for you at net asset value without sales charge.

Signifying your intentions on the Application Form does not obligate you to make regular investments. Missing some investments, investing smaller sums than indicated (but not less than the $25 minimum), or bringing your investments to a halt entails no penalty or interest charges and no indebtedness is involved.

The Certificated Account. There may occasionally be times when you desire a formal certificate of stock ownership. Therefore, when your account totals 100 shares or more of NEA Mutual Fund, Inc., through either an Accumulation Account or by single purchase, you may notify The First Pennsylvania Banking and Trust Company that you wish to receive a formal certificate of stock ownership, and upon receipt of this notification all full shares in your account will be transferred to a Certificated Account. Your account will be handled in exactly the same manner whether you request a transfer or not. If you open or transfer to a Certificated Account, all further transactions in your account which result in extra shares being added (e.g., the automatic reinvestment of dividends and distributions), and any fractional shares in your account at time of transfer will be placed in an associated Accumulation Account. Full shares in such an associated Accumulation Account may be transferred to a Certificated Account in minimum amounts of 100 shares.

The Withdrawal Plan. When you own $5,000 or more of the Fund's shares, valued at the offering price then in effect, you may open a Withdrawal Plan. This may be done by completing the NEA Mutual Fund Withdrawal Plan Application, which is available on request. Holders of Certificated Accounts must send in their certificates in order to convert to a Withdrawal Plan. The Application serves as your request that a check be sent to you each month or quarterly as you may specify. The checks you request may be in any amount you choose but not less than $25 each. Checks will be mailed by the Custodian on or about the first Monday of each month. All shares you own will be credited to your account and all dividends from income and distributions of realized security profits will be reinvested in additional shares at net asset value. You may, of course, establish a Withdrawal Plan immediately by purchasing a sufficient number of shares. A Withdrawal Plan does not assure a profit, nor does it protect you from loss in declining markets.

A sufficient number of full or fractional shares will be sold from your account as your requested checks are sent to you. The number of shares sold will fluctuate according to the increase or decrease in the net asset value of the Fund at the time the checks are issued. Withdrawal payments should not be considered as dividends, yield, or income. Such payments are made first out of reinvested dividends on Fund shares, and then, if necessary, out of the proceeds of redemptions of shares deposited under the Plan. Thus, depending upon the size of the payments required, the amount of available dividends on shares of the Fund and fluctuations in the market value of underlying portfolio securities, redemptions for the purpose of making such payments may reduce or use up the original investment under the Plan. Of course, you may voluntarily terminate a Withdrawal Plan at any time by written request.

It is regarded as disadvantageous to the investor to have a Withdrawal Plan in effect while making investments in an Accumulation Account because duplicate sales charges are involved. The NEA Mutual Fund, Inc., therefore, does not permit an investor to maintain an Accumulation Account or a Certificated Account once a Withdrawal Plan has been started. There is a service fee of 25 cents for each check issued under the Withdrawal Plan.

HOW EACH INVESTMENT OF YOURS IS HANDLED

All shares are sold by dollar amount. When your check for investment is received, the service fees, which are explained on Page 12, are deducted, and the balance is invested in full and fractional shares of the Fund at the offering price. The offering price is the value of the Fund's net assets divided by the number of outstanding shares, plus a sales charge of 2% of the offering price. The net asset value for determination of the offering price will be based on closing market quotations on each day on which the New York Stock Exchange is open and will be effective for all orders received since 3:00 p.m. of the previous business day on which the Exchange was open.

Sales may be made at net asset value to (i) tax-exempt organizations enumerated in Sections 501(c)(3) or (13) of the Internal Revenue Code or employee trusts, pension, profit-sharing or other employee benefit plans qualified under Section 401 of the Internal Revenue Code provided the purchaser meets the qualifications described in the first paragraph under "How to Invest in NEA Mutual Fund, Inc. Shares" on page 11 and (ii) to registered unit investment trusts established by insurance companies as Separate Accounts for the purpose of funding variable annuity programs sponsored by the National Education Association.

ALLOCATION OF PORTFOLIO BROKERAGE

During the past fiscal year, all purchases and sales of portfolio securities have been effected through Kalb, Voorhis & Company, members of the New York Stock Exchange and American Stock Exchange. Commissions paid by the Fund to Kalb, Voorhis & Company amounted to $67,044 during the last fiscal year, of which substantially all was retained by that firm. No brokerage was allocated on account of sales of Fund shares by brokers since Fund shares are sold directly by the Management Corporation. Allocation of brokerage business to Kalb, Voorhis & Company was in part in return for services to the Management Corporation in pricing the portfolio and for services to the Fund Underwriter in preparation of sales literature. The Management Corporation is not able to assign a value to the above described services and to the extent that such services are used by the Corporation, such services may reduce the Corporation's expenses related thereto. Believing that executions and prices are as favorable as possible, it is intended that a substantial portion of the Fund's brokerage business in the ensuing fiscal year will be placed with Kalb, Voorhis & Company.

SERVICE FEES CHARGED AND COLLECTED BY THE TRANSFER AGENT

There is an "account opening" service fee of 50 cents and a 25 cents service fee for each investment. These do not vary regardless of the amounts invested.

There is also a fee of 25 cents for each check issued under a Withdrawal Plan, and a fee of $2.50 or 1% of the amount withdrawn, whichever is less, for each liquidation effected other than through a Withdrawal Plan.

To help cover the expense of operating the Fund, NEA Mutual Fund, Inc. has adopted a plan that permits a fair assessment of costs against each stockholder. Each prospective stockholder, when signing the Application to Purchase Shares, agrees that the Transfer Agent is authorized to charge his account annually an amount not to exceed $3.00 to cover costs directly incurred or to be incurred in handling or servicing the account and consisting of (i) Maintenance charge of $2.00 charged by the Transfer Agent for such items as keeping the shareholder's account, and noting transactions during the year; net dividend calculation once a year, and mailing check; mailing Form 1099, financial reports, notice of stockholders' meeting and proxy statement; and (ii) Other direct expenses such as printing, paper, envelopes and postage for Form 1099, confirmation of reinvestment of net dividend, notice of annual meeting of stockholders, proxy statement, and financial reports. This amount will be deducted by the Transfer Agent and applied against accrued costs which are based upon the number of accounts rather than upon the assets of the Fund. This annual charge will be collected by:

(i) applying dividends and distributions with respect to the shares in the account, and
(ii) if such dividends and distributions are insufficient to pay such annual charge, selling fractional or full shares in the account to satisfy the deficiency.

As a result of this agreement a stockholder whose account is so small that dividends and distributions do not cover this annual charge will find that shares are sold from his account, and may find that the annual charge will reduce the value of his account. This charge is collected and disbursed by the Transfer Agent and is not paid to the Fund.

As the number of shares you hold grows, there will be less and less probability of the Transfer Agent having to sell fractional shares to meet the charge. It is not now anticipated that there will ever be a time that accounts holding 100 shares or more (large enough to allow the option of changing to a Certificated Account) will not be able to meet these charges from dividends and distributions. Under no circumstances, however, will fractional or full shares be sold from a Certificated Account to pay service charges. To the extent there is insufficient income from dividends and distributions in a Certificated Account to pay such service charges, the difference will be paid by the Management Corporation.

The officers and directors of the Fund believe that this procedure will result in the fairest and most equitable distribution of costs among the various stockholders.

DISTRIBUTIONS OF NET INCOME AND ANY REALIZED SECURITY PROFITS

Throughout each year the Fund's custodian bank receives varying dividend and interest payments from the issuers of the securities it holds. On occasion the Fund may sell some of its securities, which may result in a profit or a loss. At the end of each fiscal year, after the Fund's expenses have been deducted, the Fund's income and securities profits, if any, are distributed to you and the other shareholders, after deduction of service fees. Because the annual meeting of NEA Mutual Fund, Inc. will normally be held at the time and place of the National Education Association annual convention, the fiscal year is from May 1 to April 30.

Because the objective of the Fund is to facilitate the accumulation of dollars with growth possibilities, it is intended that in lieu of cash distributions of

†Eligibility requirements, which differ from State to State and may change from time to time, may be ascertained from your State affiliate.

*Abbreviations for The First Pennsylvania Banking and Trust Company, Agent.

such income and capital gains, such distributions will be automatically reinvested on the payment date in shares of capital stock of the Fund taken at their then net asset value, compounding your share ownership with no sales or service charges. However, if you own 100 shares or more (in a Certificated Account, Accumulation Account or a combination of the two) you may ask that your annual distributions be sent to you in cash. If your original purchase is 100 shares or more of NEA Mutual Fund, Inc., you may elect to receive your distributions in cash by checking the appropriate box on the Application Form. No distributions will be made in cash for Accumulation Accounts of less than 100 shares except that the holder of a Certificated Account who also owns an Accumulation Account of less than 100 shares may receive cash distributions on both accounts.

Whenever new shares are added to your account through the investment of distributions or through a purchase made by you, you will be sent a confirmation showing how many shares were credited to you, at what price, and the total number of shares in your account. Since share certificates are not issued for an Accumulation Account or for a Withdrawal Plan, your confirmations serve as your evidence of ownership.

Dividends or capital gains distributions received shortly after the purchase of shares reduce the net asset value by the amount of the dividend or distribution and, while subject to Federal Income Taxes, are not a return or increment on the amount invested but are, in effect, a return of capital.

Tax Status. The Fund has elected to be a regulated investment company under Subchapter M of the Internal Revenue Code of 1954, and thus qualify for the exemption from Federal Income Tax available to regulated investment companies. A regulated investment company which meets certain requirements with regard to diversification of assets and sources of income as prescribed by the Internal Revenue Code is accorded conduit or "pass-through" treatment if it distributes at least ninety per cent (90%) of its taxable income (exclusive of net long-term capital gain) and will be taxed only on the portion of such income which the company retains. Such regulation does not involve supervision of management or investment practices or policies by any governmental agency. Dividends, whether in cash or additional shares, paid to shareholders from net investment income are subject to Federal Income Taxes as ordinary income. Capital gains distributions are not eligible for the dividend exclusion and are taxable to the shareholder even if they would have the effect of reducing the net asset value of the shares below the shareholder's cost and thus result in a return of a part of his investment to him. Accordingly, management will never seek to realize gains for any reason not related to sound investment action. At the close of the last fiscal year, 7.7% of the Fund's total net assets represented unrealized appreciation of portfolio securities. Dividends and capital gains distributions must be reported in personal income tax returns whether received by check or in the form of additional shares.

DETERMINATION OF NET ASSET VALUE

The net asset value per share on which the offering and redemption prices will be based will be determined by the market value of the securities and other assets. From total assets all liabilities are deducted. The resulting total net assets are then divided by the number of shares outstanding and the quotient so obtained (adjusted to the nearer cent) is the per share net asset value. (For an example of this calculation and calculation of the offering price, see "Determination of Net Asset Value, Offering Price and Redemption Price per Share" on page 14.)

The net asset value for determination of the offering price will be based on closing market quotations on each business day on which the New York Stock Exchange is open and will be effective for all orders received since 3:00 p.m. of the previous business day on which the Exchange was open. Net asset value for determination of redemption value will normally be based on the closing market quotations on the day

NEA MUTUAL FUND, INC.
SECURITY INVESTMENTS
April 30, 1968

No. of Shares or Par Value	**Common Stocks—89.5%**	*Cost*	*Market Value (Note)*
	Aircraft and Aerospace Industries—6.4%		
2,000	**Beech Aircraft Corporation	$ 80,705	$ 111,250
3,400	Lockheed Aircraft Corporation	223,948	186,150
3,000	Piper Aircraft Corporation	164,846	187,875
3,000	United Aircraft Corporation	224,976	229,500
		$ 694,475	$ 714,775
	Airlines—0.9%		
5,000	**Flying Tiger Line, Inc.	$ 99,936	$ 106,250
	Automobiles—2.2%		
3,000	General Motors Corporation	$ 267,811	$ 243,750
	Banks and Insurance—1.8%		
4,100	**Aetna Life and Casualty Company	$ 168,363	$ 140,938
1,000	**Harris Trust and Savings (Chicago)	59,950	57,250
		$ 228,313	$ 198,188
	Chemicals—4.5%		
2,200	Eastman Kodak Company	$ 278,598	$ 342,100
3,100	W. R. Grace & Company	157,643	117,025
1,041	Monsanto Company	85,047	43,722
		$ 521,288	$ 502,847
	Drugs and Cosmetics—3.9%		
2,500	Merck & Company	$ 177,339	$ 217,500
4,000	Sterling Drug, Incorporated	150,819	215,000
		$ 328,158	$ 432,500
	Electronics and Electrical Equipment—14.4%		
3,000	General Electric Company	$ 313,194	$ 287,625
6,600	**General Precision Equipment Corp.	250,173	296,175
2,550	*General Instruments Corporation	169,431	149,812
4,500	Honeywell, Incorporated	357,210	583,875
1,602	*Litton Industries, Incorporated	113,302	105,732
4,000	**Sunbeam Corporation	185,881	191,000
		$ 1,389,191	$ 1,614,219
	Food Products and Household Supplies—5.0%		
1,800	The Borden Company	$ 68,559	$ 56,700
1,000	The Coca-Cola Company	76,729	146,500
1,500	General Foods Corporation	109,919	120,188
2,000	National Dairy Products Corporation	85,863	81,000
3,000	**Stokely-Van Camp, Incorporated	151,245	155,625
		$ 492,315	$ 560,013
	Machinery and Power Tools—2.7%		
1,000	The Black & Decker Manufacturing Company	$ 38,601	$ 50,750
4,000	Dresser Industries, Incorporated	156,158	142,000
3,000	Skil Corporation	108,168	108,000
		$ 302,927	$ 300,750
	Metals and Mining—4.0%		
2,000	**Aluminum Company of America	$ 142,672	$ 147,250
3,000	Reynolds Metals Company	165,082	124,500
8,000	**Kaiser Industries Corporation	167,046	176,000
		$ 474,800	$ 447,750
	Miscellaneous—4.9%		
2,000	**Alco Standard Corporation	$ 92,162	$ 91,250
3,000	Cenco Instruments Corporation	148,808	165,000
4,000	**Indian Head, Inc.	170,555	157,000
800	Studebaker-Worthington, Inc.	32,067	47,900
2,000	Studebaker-Worthington, Inc., $1.40 cm CV A, Pfd.	59,638	91,000
		$ 503,230	$ 552,150
	Office Equipment—9.2%		
780	International Business Machines Corp.	$ 309,721	$ 528,450
3,700	The National Cash Register Company	310,734	500,425
		$ 620,455	$ 1,028,875
	Paper—0.7%		
2,000	The Mead Corporation	$ 87,187	$ 80,500
	Petroleum—13.3%		
1,500	Amerada Petroleum Corporation	$ 120,755	$ 118,875
1,575	Standard Oil Company of California	115,458	98,044
2,000	Standard Oil Company of New Jersey	153,971	143,250
4,400	Standard Oil Company of Ohio	249,608	280,500
3,600	Sunray DX Oil Company	118,596	156,150
1,500	**Superior Oil Company	239,924	268,125
2,500	Texaco, Incorporated	189,914	189,062
4,000	Union Oil Company of California	199,604	241,000
		$ 1,387,830	$ 1,495,006
	Printing Equipment—1.1%		
2,000	**Harris-Intertype Corporation	$ 131,310	$ 122,250
	Railroads—2.3%		
2,000	**Northwest Industries, Inc., $4.20 cm CV Pr Pfd.	$ 208,287	$ 211,000
1,000	Union Pacific Railroad Company	45,327	43,500
		$ 253,614	$ 254,500
	Retail Merchandising—3.3%		
4,000	Sears, Roebuck & Company	$ 227,393	$ 278,000
3,600	*Vornado, Inc.	101,327	90,000
		$ 328,720	$ 368,000
	Special Products—4.1%		
3,000	Indiana General Corporation	$ 117,213	$ 101,250
3,500	Minnesota Mining and Manufacturing Co.	308,447	354,375
		$ 425,660	$ 455,625

NEA MUTUAL FUND, INC.
SECURITY INVESTMENTS
April 30, 1968

No. of Shares or Par Value	**Common Stocks (Cont'd)**	*Cost*	*Market Value (Note)*
	Steel—1.4%		
2,000	Bethlehem Steel Corporation *	$ 71,321	$ 61,000
2,000	**Jones & Laughlin Steel	103,758	98,250
		$ 175,079	$ 159,250
	Utilities—3.4%		
3,383	American Electric Power Company	$ 134,262	$ 115,445
1,500	American Telephone & Telegraph Company	93,753	74,812
1,500	Boston Edison Company	66,238	59,812
2,600	Consumers Power Company	115,897	97,175
1,000	Illinois Power Company	40,164	34,125
		$ 450,314	$ 381,369
	Total Common Stocks—89.5%	$ 9,162,613	$10,018,567
	Industrial Bonds—1.0%		
$ 35,000	The Black & Decker Manufacturing Company, Conv. Deb., 4%, 4/1/92	$ 38,248	$ 40,950
35,000	The National Cash Register Company, Conv. Deb., 4¼%, 4/15/92	38,096	51,800
20,000	United Air Lines, Incorporated, Conv. Deb., 4¼%, 7/1/92	20,510	16,500
	Total Industrial Bonds—1.0%	$ 96,854	$ 109,250
	U.S. Treasury Securities—9.5%		
$365,000	U.S. Treasury 91-Day Bill, due 5/2/68	$ 363,347	$ 363,347
410,000	U.S. Treasury 91-Day Bill, due 7/18/68	404,639	404,639
300,000	U.S. Treasury 91-Day Bill, due 8/1/68	295,844	295,844
	Total U.S. Treasury Securities—9.5%	$ 1,063,830	$ 1,063,830
	Total Investments	$10,323,297	$11,191,647

Note—Securities listed on national exchanges were valued at the closing sales price, while unlisted securities were valued at the mean between broker-quoted bid and asked prices for April 30, 1968 as published in the Wall Street Journal.
*Non-income producing securities.
**Securities not represented in portfolio at October 31, 1967.

NEA MUTUAL FUND, INC.
STATEMENT OF NET ASSETS
April 30, 1968

ASSETS

Investments at market quotations:	
Common stocks and bonds (Cost $9,259,467)	$10,127,817
U.S. Government securities (Cost $1,063,830)	1,063,830
Total investments	$11,191,647
Cash	433,161
Receivable for investments sold	165,035
Accrued interest and dividends	11,802
Total assets	$11,801,645

LIABILITIES

Payable for investments purchased	$ 568,588
Payable for fund shares repurchased	5,452
Accrued expenses and taxes	5,420
Total liabilities	$ 579,460
Net assets applicable to outstanding shares	$11,222,185

DETERMINATION OF NET ASSET VALUE, OFFERING PRICE AND REDEMPTION PRICE PER SHARE

Shares outstanding (10,000,000 shares of $1.00 par value authorized)	926,126
Net asset value and redemption price per share (Net assets divided by shares outstanding and adjusted to nearer cent)	$ 12.12
Offering price per share—(100/98 of $12.12)	$ 12.37

NEA MUTUAL FUND, INC.
STATEMENT OF INCOME

	For the Fiscal Years Ended		
	April 30, 1968	*April 30, 1967*	*April 30, 1966*
INCOME			
Dividends on stocks	$208,510	$142,853	$ 54,069
Interest	23,400	15,128	3,502
Total income	$231,910	$157,981	$ 57,571
EXPENSES			
Management fee (Note 1)	$ 36,427	$ 22,587	$ 8,935
Investment advisory fee (Note 2)	9,143	5,580	2,539
Custodian fees	4,400	4,187	1,835
Legal and auditing services	2,669	2,195	2,591
Other operating expenses	7,862	3,350	1,361
Total expenses	$ 60,501	$ 37,899	$ 17,261
Net investment income (Note 3)	$171,409	$120,082	$ 40,310
Percent of total operating and management expenses to total investment income	26.1%	23.9%	30.0%
Net realized gain from sales of investments based on identified cost, less provision of $201, $2,220 and $747 for Franchise tax in 1968, 1967 and 1966 respectively, (net realized gain on average cost basis would have been $101,363, $114,181 and $11,826 in 1968, 1967 and 1966 respectively)	$134,190	$114,643	$ 14,188
Increase in unrealized appreciation of investments	$410,512	$213,318	$222,323

request for redemption is received by the transfer agent and, in any event, not later than the time for closing of the New York Stock Exchange on the business day following the day on which request for redemption is received. In determining market value of a portfolio security listed on any registered securities exchange the last sale price during the period will be taken; if there has been no sale since the last price determination, then the mean of the bid and asked will be used. In determining the market value of an unlisted security traded over-the-counter, the mean of the bid and asked will be used. If no quotations are available, securities will be valued in accordance with the discretion of the Board of Directors to reflect their fair market value.

LIQUIDATING YOUR NEA MUTUAL FUND, INC. SHARES

At your request the Fund will redeem your shares. The request must be in writing, and properly signed, and mailed to The First Pennsylvania Banking and Trust Company, Agent. However, if one or more certificates have been issued to you, these must be properly endorsed and forwarded with the request to cover the number of shares you wish to liquidate. The price paid will be 100 per cent of the actual net asset value (less service fee discussed below) as of the close of business on the day your request is received, except that should your request be received on a day on which the New York Stock Exchange is not open, the price paid will be 100 per cent of the actual net asset value as of the close of business on the next following day on which the New York Stock Exchange is open.

There is a service fee of $2.50 or one per cent (1%), whichever is less, for a partial or complete liquidation not made as part of a withdrawal plan, as explained on page 12. Although it is not anticipated that such a fee will be imposed, the Fund reserves the right to charge an additional liquidation fee of one per cent (1%) less $2.50 to cover brokerage, odd-lot commissions and transfer taxes if the liquidation requires the sale of securities held by the Fund. In no event will total fees on liquidation exceed one per cent (1%). The amount you receive on liquidation may be more or less than your original cost, depending upon the actual market value of the Fund's securities at the time of the redemption.

If the Board of Directors shall determine that it is in the best interests of the remaining stockholders of the Fund, the Fund may pay the redemption price in whole or in part by a distribution in kind from the portfolio of the Fund, in lieu of cash, taking such securities at their value employed for determining such redemption price, and selecting the securities in such manner as the Board of Directors may deem fair and equitable. Distributions in kind are subject to the liquidation fees described above. However, the Fund has no present intention of redeeming in kind, either in whole or in part, and sees no likelihood of so doing.

Under the Investment Company Act of 1940 the Fund's shares must ordinarily be redeemed and payment made within seven (7) days after they are tendered, but the Fund may suspend the right of redemption under certain extraordinary circumstances when: (1) trading on the New York Stock Exchange is restricted or is closed for other than week-ends or holidays; (2) the Securities and Exchange Commission has by order permitted such suspension; or (3) an emergency, as defined by rules of the Commission, exists making disposal of portfolio securities or valuation of net assets of the Fund not reasonably practical.

GENERAL INFORMATION

NEA Mutual Fund, Inc. was incorporated in Delaware, May 7, 1964. Investments in securities began December 4, 1964. The Fund is a diversified open-end investment company of the management type, commonly known as a mutual fund. The Fund is registered under the Federal Investment Company Act of 1940. Such registration does not involve governmental supervision of investments or of investment policy.

Capitalization. The Fund has an authorized capitalization of 10,000,000 shares of capital stock, par

value $1.00 per share. All shares are of the same class, with like rights and privileges. Each share is entitled to participate equally in dividends and distributions declared by the Fund and in its assets on liquidation. There are no shares or stockholders with preferential rights as to subscriptions, liquidation or any other features. Each stockholder is entitled to cast, at each meeting of stockholders, such number of votes as is equal to the number of shares, including fractional shares, held by him. Holders of shares have no pre-emptive rights or conversion rights. All NEA Mutual Fund, Inc. shares are fully paid and nonassessable and may be redeemed, as explained on page 14. All shares, however, are subject to the service charges collected under the agreement between the shareholder and the Transfer Agent described on page 12. As of July 1, 1966, the directors and officers of the Fund in the aggregate held directly and beneficially one and two-tenths per cent of the outstanding shares of the Fund.

Non-cumulative Voting. The Fund's shares have non-cumulative voting rights, which means that the holders of more than 50 per cent of the shares, voting for the election of directors can elect 100 per cent of the directors if they choose to do so, and, in such event, the holders of the remaining less than 50 per cent of the shares voting for the election of directors will not be able to elect any person or persons to the Board of Directors.

Semi-Annual Reports to Stockholders. Stockholders will be kept informed semi-annually by reports showing diversification of investments, principal investment changes and other information. The stockholders will be furnished at least annually a certified financial statement audited by independent Public Accountants, selected annually by the stockholders. Tait, Weller & Baker, Philadelphia, Pa., Certified Public Accountants, have been selected as independent public accountants for the Fund. The Fund will send each stockholder a Form 1099 report covering each year's dividends and distributions showing the amounts taxable as ordinary income and at long-term capital gains rates.

NEA MUTUAL FUND, INC.
STATEMENT OF CHANGES IN NET ASSETS

	For the Fiscal Years Ended		
	April 30, 1968	*April 30, 1967*	*April 30, 1966*
NET ASSETS—beginning of period (A)	$ 7,810,311	$4,405,444	$ 859,193
INCOME			
Net investment income (Note 3)	$ 171,409	$ 120,082	$ 40,310
Add: Net accrued undivided earnings included in price of capital shares sold and repurchased	33,236	34,680	33,484
	$ 204,645	$ 154,762	$ 73,794
Distribution paid ($.22, $.20 and $.03 per share respectively in 1968, 1967 and 1966)	150,120	80,636	2,867
Increase in undistributed net income	$ 54,525	$ 74,126	$ 70,927
REALIZED GAINS ON INVESTMENTS			
Net realized gain from sales of investments (Note 3)	$ 134,190	$ 114,643	$ 14,188
Distributions paid ($.17 and $.04 per share respectively in 1968 and 1967)	116,002	16,127	—
Increase in undistributed realized gains	$ 18,188	$ 98,516	$ 14,188
INCREASE IN UNREALIZED APPRECIATION OF INVESTMENTS	$ 410,512	$ 213,318	$ 222,323
CAPITAL SHARES ISSUED AND REPURCHASED (C)			
Proceeds from shares sold	$ 3,627,500	$3,270,015	$3,290,481
Cost of shares repurchased	698,851	251,108	51,668
	$ 2,928,649	$3,018,907	$3,238,813
NET ASSETS—end of period (B)	$11,222,185	$7,810,311	$4,405,444
(A) Includes undistributed net income of	$ 147,990	$ 73,864	$ 2,937
(B) Includes undistributed net income of	$ 202,515	$ 147,990	$ 73,864
(C) Number of shares issued and repurchased:			
Issued	320,461	315,118	298,341
Repurchased	61,459	23,681	4,647
Net increase in shares outstanding	259,002	291,437	293,694

NOTES TO FINANCIAL STATEMENTS

Note 1—NEA Mutual Fund, Inc. is managed by Educators Fund Management Corporation which is wholly owned by the National Education Association and NEA Affiliated State Associations. For providing administrative management to the Fund, Educators Fund Management Corporation receives an annual fee of four-tenths of one percent (4/10 of 1%) of the net asset value of the Fund, computed as one-tenth of one percent (1/10 of 1%) of the net asset value of the Fund as of the 15th day of the second month of each quarter. Under the terms of this management agreement, Educators Fund Management Corporation has guaranteed that annual expenses of the Fund (excluding taxes and brokerage commissions) shall not exceed three-quarters of one percent (0.75%) of the net assets of the Fund.

Note 2—The Fund is furnished investment advice under an agreement with Templeton, Dobbrow & Vance, Inc. The investment advisor conducts research on investment securities and furnishes the Fund with advice concerning its investment activities, and the purchase and sale of securities in keeping with the Fund's investment objectives and policies. For these services, Templeton, Dobbrow & Vance, Inc. receives compensation in the amount of one-tenth of one percent (1/10 of 1%) on net asset value, computed on average quarterly net asset value.

Note 3—No provision has been reflected for Federal Income taxes since it is the policy of the Fund to comply with the provisions of the Internal Revenue Code available to Investment Companies, and to distribute to its shareholders all of its net income as defined in the Code, including both net investment income and realized capital gains.

To the Shareholders and Board of Directors of NEA Mutual Fund, Inc.

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

We have examined the statement of net assets, including the schedule of security investments of NEA Mutual Fund, Inc. as of April 30, 1968 and the related statements of income and changes in net assets for the fiscal years ended April 30. 1968, 1967 and 1966. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances. Securities and cash were confirmed by correspondence with the custodian bank and security brokers.

In our opinion, the above-mentioned statements present fairly the financial position of NEA Mutual Fund, Inc. at April 30, 1968 and the results of its operations for the fiscal years ended April 30, 1968, 1967 and 1966, in conformity with generally accepted accounting principles applied on a consistent basis.

TAIT, WELLER & BAKER
Certified Public Accountants

Philadelphia, Pennsylvania
May 14, 1968

REGISTRATION STATEMENT

This Prospectus omits certain of the information contained in the Registration Statement filed with the Securities and Exchange Commission by the Fund. Items of information which are thus omitted may be obtained from the Securities and Exchange Commission upon payment of the fee prescribed by the Rules and Regulations of the Commission, or may be examined at the offices of the Commission free of charge.

NEA MUTUAL FUND, INC.

CUSTODIAN & TRANSFER AGENT
The First Pennsylvania Banking and Trust Company
Philadelphia, Pennsylvania

INVESTMENT ADVISER
Templeton, Dobbrow and Vance, Inc.,
Englewood. New Jersey

BUSINESS MANAGER & PRINCIPAL UNDERWRITER
Educators Fund Management Corporation
Washington, D. C.

AUDITORS
Tait, Weller & Baker
Philadelphia, Pennsylvania

GENERAL OFFICES
1101 17th Street, N.W.
Washington, D. C. 20036

Program growing

NEA auto leasing now in eight states

NEA auto leasing is now available through nine offices in eight states. The car-leasing program was launched in three pilot areas nine months ago.

NEA members in the states involved who are also members of their local and state associations, if eligible, may now lease automobiles through these offices:

- **California** (Southern Section): 1125 West 6th Street, Los Angeles 90017.
- **District of Columbia** (including nearby Maryland and Virginia): 1156 15th Street, N.W., Washington, D.C. 20005.
- **Florida:** 7040 Lake Ellenor Drive, Orlando 32809 *and* (in Dade County) 1809 Brickell Avenue, Miami 33129.
- **Michigan:** 1812 Middlebelt Road, Garden City 48135.
- **Minnesota:** 41 Sherburne Avenue, St. Paul 55103
- **Pennsylvania:** 400 North 3rd Street, Harrisburg 17101
- **Tennessee:** 598 James Robertson Parkway, Nashville 37219
- **Texas:** 316 West 12th Street, Austin 78701.

State education associations in these states are co-sponsoring this program for members of the unified profession. (Dade County, Florida, which was involved in the pilot program, will continue to offer the program from its Miami office, in cooperation with the Florida Education Association.)

The leasing program allows a member to select a new model automobile from a master list of more than 50 models and pay a low monthly lease rate for 24 months. At the end of this two-year period, the member may extend the lease at a substantially lower monthly rate, return the car and lease a new model, or terminate the lease; or assist in the disposal of the vehicle, being responsible only for the required selling price less the security deposit (selling price is stated at beginning of lease).

The advantages to members of the NEA auto leasing program include these:

- Lower cost: Comparison figures prove that the NEA program is usually less expensive than purchasing. Further, the required $100 security deposit is substantially less than usual auto down payment.
- Always a new car: A member has the option of replacing the car at the end of the lease period and obtaining another brand new model. Thus, the member has a new car to drive, covered by manufacturer's warranty.
- No trade-in loss: The member exercises control over trade-in values.
- No shopping headaches: The member avoids the time-consuming chore of price comparison shopping. With an NEA lease, the costs are clearly shown and uniform.

Additional information about the NEA auto leasing program is available from the offices listed above and from NEA Special Services Division. At this time, the program is limited to the states listed above.

One of 600 who has already leased autos through NEA

Leslie Winner, shown above, is one of 600 members who has already taken advantage of the new NEA auto-leasing program. Miss Winner, a member of the Teachers Association of Baltimore County, the Maryland State Teachers Association, and NEA, teaches United States history at Perry Hall Senior High School. She calls the NEA leasing service "quite convenient." Says Miss Winner: "I was immediately aware of the ease of the transaction. The NEA representative, R. Thomas Crawford, was pleasant to work with, courteous, and very patient with my million and one questions. I believe that this new NEA service has saved me time and money . . . most of all it eliminated the burden of purchasing a car when you do not know enough about the mechanism and price range of automobiles. I thank my associations for making this fine service available."

Near $5 billion in force

NEA offers low-cost insurance

Insurance in force under the various plans NEA offers is now approaching the $5 billion mark. The NEA insurance plans include one that provides up to $100,000 in accidental death benefits for $19 a year and a basic one that provides up to $5,000 in life insurance for as little as $9.10 a year.

A typical plan, perhaps, is Plan B of the NEA Life Insurance. This plan costs less than $1 a week (35c a week if the person insured is under 30) and it provides all these benefits:

- Up to $12,000 in life insurance
- Up to $24,000 in accidental death insurance
- Up to $100 per month for extended disabilities
- The right to insure spouse for up to $5,000 and dependent children for up to $2,000 each.

In addition, this low-cost plan allows semi-annual payment of premiums, provides a 60-day grace period on premiums, and like all the NEA plans, includes the right to continue coverage after leaving teaching through reserve, associate, or retired membership.

This plan, and several others, are tailor-made to teachers' needs. They are offered for members of the united teaching profession through the cooperative efforts of NEA and its state and local affiliates.

Further information on the NEA insurance programs is available from the NEA Special Services Division.

Benefits—NEA Accidental Death and Disability Insurance

Benefits PLAN I Cost—$19 Annually

	While a Passenger on a Public Conveyance	In an Auto or as a Pedestrian struck by a Motor Vehicle	In any other Accident
Member Only	$100,000	$30,000	$12,500
Member and	80,000	25,000	10,000
Spouse	12,500	10,000	3,750
Member and	60,000	25,000	10,000
Each Child*	5,000	5,000	2,500
Member,	50,000	20,000	7,500
Spouse and	10,000	10,000	3,750
Each Child*	5,000	5,000	2,500
Each Parent (Annual cost=$6.75 per parent)	7,500	5,000	2,500

The low yearly contribution covers you for the full amount of insurance for: loss of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye. Half benefits are payable for the loss of one foot, one hand or sight of one eye.
*Unmarried children less than 21, except to 25 if dependent upon member for support.

PLAN II is available for $10.50 annually. It offers benefits exactly one-half of those shown for Plan I. Half-coverage for parents costs $3.75 per parent annually.

NEA Mutual Fund assets total over $12 million

As of September 16, the NEA Mutual Fund had total assets of $12,132,103. The net asset value per share was $11.83 and the offering price was $12.07. The number of shareholders on September 6 was 9,088.

One NEA member tells why he bought NEA Mutual Fund shares. "Because I want to make money," explains Richard J. Durkin, classroom teacher, Meadowbrook Junior High School, Newton, Massachusetts. "And, because I'm worried about the rising cost of living —it is going to take more money to send my children to college ten years from now. If there's any money left after that, my wife and I will be glad to have it for our retirement."

Mr. Durkin continues: "I think investing in common stocks offers a good way of trying to make money faster than I can by savings alone. . . . Since I don't know much about individual stocks and I haven't time to study them (know any teacher who has free time?), I decided to invest in a mutual fund —NEA Mutual Fund. The Fund owns a wide list of securities (about 55) so that the risk is spread over a greater number of stocks than I can buy. Also the Fund can afford to hire professionals to give it advice.

"I don't have any bookkeeping problems—as long as I keep my confirmations filed where I can find them. . . . While I've owned shares only since 1966, I believe that over the long run my investment in it will prove sound.

"I'm really pleased," Mr. Durkin concludes, "that my membership in the unified teaching profession affords me this wonderful opportunity."

For a free copy of the latest version of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

Nationwide effort

Two NEA commissions launch professional autonomy project

Two NEA Commissions have launched a nationwide effort to provide the legal framework whereby teachers can manage their own professional affairs. The effort will be made via a project on Achieving Professional Autonomy and will be conducted jointly by the National Commission on Teacher Education and Professional Standards and the Commission on Professional Rights and Responsibilities. The project will be headed by Martha L. Ware, recently appointed associate secretary for special studies for the two NEA units.

The project will work to set up professional practices commissions and professional standards boards in every state, and will develop regulations and legislation to undergird professional autonomy.

"Teachers themselves should protect ethical and competent educators and discipline the unethical and incompetent," Miss Ware said in outlining the project.

"They should be involved in determining policies of teacher preparation, certification, and assignment," she added, "and it is equally important that teachers of the nation help to work out the procedures for such policies."

Phi Delta Kappa backs Code of Ethics

The delegates to the 31st biennial council of Phi Delta Kappa professional education fraternity approved a resolution endorsing the revised Code of Ethics of the Education Profession and urging its acceptance and implementation by all members of the profession. The code is developed and revised under the sponsorship of the NEA Ethics Committee.

nea reporter

Published by the National Education Association

Vol. 7, No. 10 | October 4, 1968 | 7 | Washington, D.C.

Center for Human Relations opens in Washington, D.C.

NEA's Center for Human Relations opened its offices at NEA Center in Washington, D.C., on September 17. Above, NEA President Elizabeth D. Koontz cuts the ribbon symbolizing the center's move to its own offices. With her are (left to right) NEA Executive Secretary Sam M. Lambert; NEA's assistant executive secretary for human relations, Samuel B. Ethridge, who heads the center; and Wade Wilson, former chairman of the NEA Civil and Human Rights Committee.

At news conference

NEA president backs decentralized schools

NEA President Elizabeth D. Koontz has called for grass roots decentralization of schools and promised that NEA would produce "a program to bring unity between community and teachers in urban school districts."

Mrs. Koontz' remarks came at a time when school decentralization was a major issue in a New York City school strike. Speaking at a news conference at NEA Center on September 23, she decried those current decentralization attempts that are "little short of bedlam and complete disorder" and "a mad scramble for power and influence." The children are the forgotten ones in chaos resulting from "partisan politics, a battle of wills between organized parents and personnel ambitious for leadership within communities.

"The school is the public's school, not the parents' school, nor the teachers' school," she said. "It is established not only to serve the children in it but to serve as the indispensable source of national unity, common purpose, and equality of opportunity."

Mrs. Koontz announced that she had asked the NEA Urban Task Force to make school decentralization its top priority and to report its plans to the NEA Executive Committee on October 9.

President Koontz' full statement appears on page 5.

NEA and Science Teachers join suit on Arkansas 'anti-evolution' statute

The National Science Teachers Association and NEA have jointly submitted a legal brief to the U.S. Supreme Court as *amicus curiae* in the case of a biology teacher who has challenged the constitutionality of an Arkansas "anti-evolution" statute. The Arkansas Education Association has provided legal counsel for the teacher.

The appeal to the High Court was made by Susan Epperson of Little Rock Central High School, in cooperation with AEA, to challenge the constitutionality of the 1928 statute prohibiting the teaching of theories suggesting that man may have evolved from a lower order of animals. She and H. H. Blanchard, parent of two minor children and associate executive secretary of AEA, sought and obtained a judgment from the Chancery Court of Pulaski County, Arkansas, which ruled that the statute violated freedoms guaranteed by the First and Fourteenth amendments.

This judgment was later reversed by a decision of the Arkansas Supreme Court upholding the state's power to specify the curriculum in its public schools. The case was then appealed to the U.S. Supreme Court and is on the calendar for review this month.

Salary at issue

South Dakota school strike ended by order of court

The first teacher strike in the history of South Dakota ended on September 23 when a court order forced Rapid City teachers to return to their classrooms. The teachers, members of the Rapid City Education Association, withheld their services nine days earlier, demanding a beginning salary of $6,100. The school board's opening offer to RCEA was $5,500.

The NEA DuShane Fund for Teacher Rights has made $50,000 available to the teachers.

NEA field representatives Edward L. Robran and John E. Dunlop are on the scene, working with state and local association leaders to assist RCEA's members. Rapid City teachers, they report, are more unified than ever and the looking forward to a year of action.

Financing is key

NEA report calls Colorado schools 'seriously declining'

Public schools in Colorado are receiving "inequitable and insufficient support" and are "seriously declining," an NEA investigative committee says.

Per pupil expenditures in Colorado fell from 104 percent of the national average in 1960 to 92 percent in 1966, an NEA report released September 29 points out. In state support for public schools, the state slipped from 38th in the nation in 1960 to 46th in 1967.

For many Colorado pupils, the situation is worse than the overall picture of school finance indicates, for the state is "disadvantaged by isolated islands of poverty," Robert B. Turner, Jr., chairman of NEA's Professional Rights and Responsibilities Commission, said. Mr. Turner, a Dade County, Fla., district superintendent, added:

"Colorado children are the innocent victims of an outdated system of financing which determines a child's educational opportunity by the tax base of the community in which his parents' economic and social status allows him to live. Some sparsely populated rural counties must expend $1,000 per pupil in order to maintain a poor education program," he said, "while in some of the wealthier and more densely populated counties, citizens pay only $700 per pupil to maintain a superior educational program."

Asserting that "equality of education does not exist in Colorado," the committee topped its recommendations with an appeal for a new state school support program. Inequities, the report declares, will not be erased by minor patchwork on the present state support plan.

The report calls for equalization by school districts rather than by counties. The report notes that a 15-mill tax levy in 1967 would have raised only $791 per classroom unit in one district, while in another it would have raised $11,587.

The new state support program, the report says, should contain a provision for keeping the support formula current; include state support for all types of special education programs; and provide for supply of learning materials, including textbooks, by the state.

"Substantially increased" state revenues for school support should be provided in the new state program, the report emphasizes. Current state support is about 24 percent of school revenue for current expenditures, compared to a national average of about 40 percent.

The report also recommends:

- A state support program for financing school buildings and other facilities
- Better utilization of federal programs to improve educational offerings in many districts
- Incentives in the state support program to foster continued reorganization of school districts
- Enforcement of the state law requiring property to be assessed at 30 percent of value.

Colorado's school finance plight has not been an overnight development. A preliminary NEA inquiry team charged that "the Colorado Legislature has failed to act in the face of repeated requests" from education organizations and other groups over a period of more than a decade.

The Colorado Education Association invoked sanctions last March, censuring the governor and the legislature for "inadequate efforts in the areas of tax reform, financial support of education, and equalization of distribution of state funds for public education."

The investigation, which focused on educational finance, was conducted by NEA's PR&R Commission at CEA's request. The seven-member team of educators from seven different states conferred with "a broad cross-section of the Colorado leadership and its publics."

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

HELP!

A key factor in building a powerful teaching profession is effective and adequate protection for teachers when their professional and legal rights are violated. Teaching is a vital public service. Only free teachers can teach free men. We teachers not only have the right but the responsibility to protect individuals and groups within our profession.

No longer will teachers be forced to accept a payless pay day, as almost occurred in Attleboro, Massachusetts. No longer will teachers stand quietly by while their fellow teachers are dismissed following their activity in building a strong local association, as was the case with Gaston Hix in Texas. No longer are teachers meekly accepting unfair leave policies, as Mrs. Dorothy Hill experienced in Pennsylvania.

Teachers defended teachers in these and many other cases last year. The united profession must continue to respond to the critical needs of teachers facing emergency situations.

Recognizing the importance of united action, the NEA Representative Assembly in Dallas set aside one million dollars to supplement voluntary contributions for the defense of professional and legal rights of NEA members. One million dollars is a sizeable sum of money. Defending the individual and group rights of teachers is expensive business, however. If we are to build a great profession, we must have on hand the necessary financial resources to meet continuing problems and unusual crises. Fighting the case of just one teacher who has been unfairly dismissed may cost thousands of dollars. Winning such a case protects the entire profession.

The DuShane Fund for Teacher Rights is being expanded to meet the needs of our new times. Voluntary contributions are needed to supplement budgeted funds.

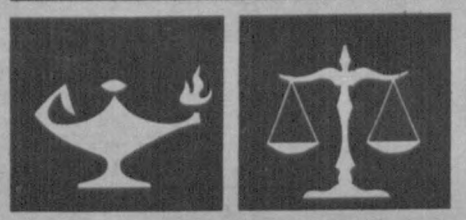
Last summer an air-conditioner repairman learned about the DuShane Fund when he saw a poster in the office of a local education association in Maryland. He inquired about the purpose of the fund and then asked for the "privilege" of making a small contribution. He said that in doing something for the teachers, he was doing something for children. Your stake is no less.

You can help to forge a strong, unified teaching profession by exercising the same privilege.

—DuShane Fund Committee

CONTRIBUTE TO THE

NEA DuSHANE FUND FOR



TEACHER RIGHTS

Unified state, unified strength

Pros at Michigan negotiation tables produce results for pros in classroom

Michigan teachers chose professional unification as the surest route toward increased strength. They then backed their choice in two ways—by increasing their memberships and approving increased state and local dues. Last year, while NEA memberships in Michigan skyrocketed, the already high state and local enrollments climbed still higher. This year, the unified dues tab teachers have approved ranges up to $112. It comes to $62 for MEA-NEA; local dues among MEA's 519 affiliates now range as high as $50.

By traditional standards, the dues-cost for unified professional representation and services is not modest. However, by any standards, neither is the payoff. And Michigan teachers have found that the balance is decidedly in their favor.

Forward thrust: 1968-69 negotiations in Michigan

1968-69 agreements successfully negotiated by MEA-NEA affiliates incorporate massive economic and professional gains for teachers plus greatly expanded educational opportunities for students.

The forward thrust of Michigan teacher-negotiators trained by MEA and NEA has netted sizeable returns in such vital areas as: salary increases, averaging roughly 10 percent; variously upgraded fringe benefits; improved conditions for the teaching-learning process; and an expanding professional partnership role for teachers in determining educational and personnel policies.

Specific clauses in comprehensive agreements carry firm provisions on: class size; the quality and availability of instructional and study materials; more auxiliary help in classrooms and in classroom-related work in the schools; increased employment of specialists as student needs dictate; release from nonteaching chores to assure not only more time to teach but also more time to prepare for classwork and for individualized student requirements; strengthened protection for teachers through binding arbitration on grievances won in many more districts; and a good deal more.

Negotiations covering the broad front comprising teachers' personal and professional interests are invariably difficult, demanding, and time consuming. This is true in Michigan as elsewhere.

Last spring, as schools were closing across Michigan, 321 of the 519 MEA-NEA affiliates had successfully concluded satisfactory agreements; the terms agreed upon required only teachers' ratification to become effective. In the remaining districts, however, local negotiations were relentlessly continued through the hot summer months.

A corps of negotiation consultants, legal, financial, public relations advisers, and other NEA-MEA staff specialists were available on call to teacher-negotiators all summer. Prepared to provide whatever assistance might be needed to win satisfactory agreements, the profession worked to avoid crises in the fall.

By mid-August, it was found that 172 districts still lacked settlements. Thereupon, an "intensive care" operation was launched. Teacher-negotiators and local association public relations chairmen from all unsettled districts were brought in for an intensive, one-day, crisis-oriented workshop.

The workshop focused on individual district conditions and suitable crisis negotiations. The agenda included training in pinpointing and filing charges on unfair labor practices, utilizing mediation and fact-finding, pointers on current law and financial data, as well as tips and aid in carrying out stepped-up public relations campaigns.

The "intensive care" treatment worked well. By September 3, as schools were due to open, the number of incomplete agreements had been reduced to 52.

September 1968 school-opening delays less than half 1967's

Last year, 25 Michigan districts had delayed school openings as teachers activated the principle of no-contract, no-work. On the day after Labor Day 1968, teachers in 11 districts stayed out because they still lacked contracts. By September 23, the schools in all of these 11 districts were open.

There were school-opening delays in a few additional districts, however, due to school board action. In one district, the school board refused to open the schools because 40 percent of the budget hinged on a successful September 14 tax election that had failed in two previous tries. In a second, the delay resulted from the resignation of the entire school board and the superintendent; they resigned on the heels of an August school-support defeat at the polls. In a third district, school authorities refused to allow children to enter the schools prior to the board's having a signed contract with teachers. By September 23, these districts had also opened their schools.

At press time, schools were still in trouble in only one Michigan district, Ecorse, where teachers are represented by an AFT local. Currently, a suit has been filed against the Ecorse Federation of Teachers on the grounds that the union is preventing children's education.

The on-time school openings in the remaining districts where negotiations were still short of satisfactory agreements can best be explained by recalling the terms of the "Holland Decision" handed down by the Michigan Supreme Court in May 1968.

MEA, joined by NEA, took the Holland school district to court last year as the test case to establish teachers' rights to withhold services in the absence of a contract under the no-strike terms of Michigan's bargaining law. The final decision stipulated that although Michigan law cited strikes by public employees as illegal, school boards could not use that law as an open sesame to securing injunctions. Only after a full hearing on

(continued on next page)

nea reporter

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400
Elizabeth D. Koontz .....President
Sam M. Lambert ..Executive Secretary
John D. Sullivan .....Publisher

* * * *

Prepared by the NEA Journal Division:
Mildred S. Fenner .....Editor
Walter A. Graves ....Managing Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce ..Editorial Associate

Special contributors to the REPORTER:
Sylvia Brotman .....urban information specialist, Division of Field Services
David H. Foerster .....legislative information editor, Office of Legislation and Federal Relations
Jean O. Heflin .....editorial assistant, Association of Classroom Teachers
Lillian Mahayni .....staff assistant, National Commission for Teacher Education and Professional Standards
Regina B. Parlett .....assistant secretary, Citizenship Committee

Address REPORTER correspondence to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

TO: National Education Association
Accounts Division
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Yes, I want to help protect the rights of teachers.

Enclosed is my check or money order for $..... to help build up the NEA DuShane Fund for Teacher Rights.

Make checks payable to "National Education Association."

Name .....

Street .....

City, State, and Zip Code .....

.....

Please credit my contribution to the state of .....

Cut here and mail

Discrimination charged

Florida education association fights teacher dismissal law

The Florida Education Association has become a plaintiff in a court suit charging a Florida county school board and superintendent with discriminatorily and unlawfully denying a teacher employment. The suit was filed September 16.

FEA and the teacher are seeking more than $10,000 in damages and are asking that a three-judge federal court be impaneled to declare a section of the Florida Statutes unconstitutional. FEA Executive Secretary Phil Constans, Jr., said the suit is "one of the first arising from a year-long investigation of discriminatory practices in Florida public schools. The suit could just as well have been filed in at least two other counties," he added.

In those other counties, he said, negotiations are still going on and there is hope that the issue can be resolved without legal action.

The suit, filed last month in Tallahassee, contends that a 33-year career Negro teacher was denied employment in the St. Johns County public school system under a section of a statute that gives school boards authority "to choose from among its personnel who are continuing contracts as to which should be retained. . . . Whenever a county board is required to or does consolidate its school program by bringing together pupils theretofore assigned to separate schools."

"This section, in effect, allows county school boards to consolidate schools during a desegregation program and to dismiss teachers regardless of their competency or contractual status," Dr. Constans said. "The law was passed in 1955 and apparently was designed to enable school boards to eliminate Negro teachers during school consolidation programs," he added. "The provision now seems to be used to rid counties of any teachers—regardless of race—whom superintendents and school boards cannot dismiss by following due process under the continuing contract law."

20 out of 21

Alaska teacher-politicians score high in primary vote

Anchorage, Alaska, teachers scored 20 out of 21 in the August 27 primary election in that state. Robert Van Houte, executive secretary of the Alaska Education Association wrote to the NEA Citizenship Committee:

"We worked hard in a number of races, especially for Nick Begich, one of our teacher members who won the Democratic nomination for the House of Representatives. (Mr. Begich has been serving in the State Senate since 1962.) We also worked especially hard in the Anchorage area for legislative candidates from both parties. Of the 21 in the group, 20 were successful and we felt cheered by this good showing.

"In other communities we made no official endorsement or recommendation, but our people campaigned for a number whom we considered friendly. To my knowledge all we supported were nominated."

Hearing this report, Robert T. Krueger, chairman of the Citizenship Committee, said he continued to be impressed with the great work of the AEA and its Public Affairs Committee for Education in legislation and politics. "The grass roots involvement of teachers in campaigns for candidates friendly to education is tremendous."

Teachers in Richmond, California, declare sanctions alert and set 60-day deadline

On September 18, teachers in Richmond, California, declared a sanctions alert and set a 60-day deadline for action by the community to improve schools. If there is not a call for a tax election and other significant signs of forward movement, members of the Association of Richmond Educators, an affiliate of NEA and the California Teachers Association Bay Section, say they will meet again to impose sanctions and to discuss a possible walkout.

The more than 600 teachers who attended the September 18 meeting in the city near San Francisco heard their president, teacher Ellen Logue, say that "education in Richmond is not merely declining. It is deteriorating into a landslide."

Miss Logue reported that the association's representative assembly had decided at its earlier meeting that "this is the year for firm and decisive action." Teachers attending the membership meeting voted unanimously to declare the sanctions alert.

The association charges that Richmond community leaders have allowed overcrowded classrooms, poorly maintained school buildings, and a salary schedule so low it drives teachers away. Further, the teachers say, the community has starved the schools of urgently needed equipment and supplies, neglected children with special needs, and remained indifferent to preparing students to live in a multi-racial and multi-cultural society. The community must awaken to these problems, teachers said.

NEA president in Michigan: unified strength in action

NEA President Elizabeth D. Koontz joined E. Dale Kennedy (seated left), Michigan Education Association executive secretary, and Gene Duckworth, MEA president, in a tour of trouble spots around Michigan during "September Crisis, 1968." President Koontz' addresses were greeted enthusiastically by Michigan teachers; her views and comments during the tour received excellent press and television coverage.

Michigan pros . . .

(continued from preceding page)

the equities would a judge make a ruling enjoining teachers against withholding services.

While school boards are thus mandated to prove good faith, the decision also places requirements on teachers. Teachers must satisfy the court that prior to withholding services, they exhausted all of the legal remedies available in seeking a contract settlement with a reactionary or recalcitrant school board. Such remedies include use of mediation and fact-finding, and the processing of unfair labor practice charges.

As a result, on the day after Labor Day 1968, teachers in 41 unsettled districts were prepared to return to school without contracts pending the outcome of fact-finding.

MEA-NEA training nets expert teacher-negotiators

The increasing numbers of highly satisfactory comprehensive agreements successfully negotiated across Michigan are not fortuitous happenings. They reflect the quality of MEA-NEA training services for local negotiators and for supportive committees. They also reflect the willingness of teachers in such pivotal association positions to attend seminars and do a great deal of homework to upgrade and sharpen their talents.

In Michigan, preparations begin a full year in advance of negotiations. Model contracts and other materials are developed and distributed annually to local affiliates; they contain the latest developments that educational research and legal investigation can provide.

A series of semi-monthly area negotiation workshops are then conducted throughout the state from January to June.

At these sessions, teacher negotiation workshops are then training not only in the techniques of negotiation but also in school finance, budget analysis, and law. They study model provisions in outstanding contracts; they learn to develop substantiating arguments in support of their negotiation objectives; and they meet with lawyers, state mediators, finance experts, and other outside specialists in addition to MEA and NEA staff consultants.

In separate sessions, meanwhile, monthly workshops in each of the state's 18 regions train local leaders in applying the psychology and techniques of effective public information and community relations. Since an informed and understanding public is an integral part of effective teacher-negotiation, it merits equal attention.

Three years of experience with negotiation and public relations training, reports MEA, clearly indicate a direct relationship in terms of results. Those local associations whose leaders consistently participate in the full training program are more likely to be the local associations that succeed in negotiating good contracts without strife.

Where impasses occur, stalemates prove insurmountable, or fact-finding recommendations are rejected, MEA credits community pressure, in good part, for comparatively speedy solutions to crises. An aroused but well-informed public provides the third essential element in successful negotiation between teachers and school boards, and can often make a major difference in the ultimate outcome, MEA believes.

Unified strength in action

MEA reports that NEA President Elizabeth D. Koontz' early September whirlwind tour of Michigan trouble spots, in company with Gene Duckworth and Dale Kennedy, MEA's president and executive secretary, was not only an inspiration to teachers but a major contribution to public relations.

The press luncheon held in her honor attracted one of the largest groups of news media in Michigan's educational history. They represented five TV stations, all major newspapers and wire services, and a host of radio newsmen. Resultant coverage was tremendous, and the message of responsible militancy during "September Crisis, 1968" came through clear and loud.

Topic: association roles toward improved human relations

Samuel B. Ethridge (center), NEA assistant executive secretary for human relations, listens to comments by Edward C. Elliott, field service director for the Michigan Education Association, and Jean Grambs, of the University of Maryland. The topic of their discussion was the expanding role of education associations in the area of human relations.

Expert advice from Illinois and Michigan

Elise Tucker, of the Center for Inner-City Studies, Northeastern Illinois University, and Joe Hayden, human relations director for the Michigan Education Association, were among the experts on hand last month to advise the staff of the NEA Human Relations Center on ways to expand the human relations activities of teachers and their associations.

Every state served

NEA adds three more offices to expand its services in field

NEA opened three new field offices this fall, expanding its direct services into every state of the Union through 11 strategically placed offices.

In addition to this regional network, NEA has also added an organized team or "flying squadron" as part of its efforts to bring the Association closer to all members. The "flying squadron" operates from an office near O'Hare International Airport in Chicago; its team members are available on short notice to assist local and state education associations in any state.

Fifteen persons have joined the Field Services Division for field assignments or are being reassigned to more responsible positions. The new employees bring to 26 the total field staff outside Washington, D.C. Two regional press, radio, and television coordinators and a Mexican-American specialist are, for the first time, among the new staff members.

The new Springfield, Va., office (Mid-Atlantic) is headed by NEA's first Negro regional director, Lawrence D. Billups. Mr. Billups, 31, has been an NEA field representative for the Southwest Region, Dallas, and earlier was a teacher and principal in Washington, D.C.

Ronald O. Daly, 36, who has been a staff member of the NEA's Office of Professional Development and Welfare, is director of the new Central States office in Kansas City. He formerly was a teacher in Parma, Ohio, and Pinellas County, Fla.

Director of the new Northwest office in Seattle is George S. Green, a native of that city. Mr. Green, 39, has been an NEA field representative on the West Coast for three years; he had been a teacher in Bakersfield, Calif.

A new director has been appointed to the Midwest office, Chicago. He is Kenneth Eugene Preston, 36, who has been an NEA field representative for the north central states. Also appointed as a new director is James P. Connerton, who heads the North Central office, St. Paul, Minn. The 44-year-old educator, a native of Jersey City, N.J., has been coordinator of special services for the New Jersey Education Association this past year, after serving 11 years as field representative.

Kenneth F. Melley, a field representative for the Connecticut Education Association, will head the "flying squadron" unit based in Chicago. The 33-year-old educator earned B.S. and M.S. degrees from Central Connecticut State College and taught in Windsor, Conn.

For the first time, press, radio, and television coordinators are assigned to two of the field offices. Ned Hopkins, 33, a former Turlock, Calif., history teacher, has joined the West Coast office in Burlingame, Calif., as a PR&TV coordinator. Van H. Savell, 27-year-old native of Greenwood, Miss., is a PR&TV coordinator for the Southeast office, Atlanta. He has been state editor and education editor for the Journal Publishing Co., Tupelo, Miss., and earlier was editorial associate with the Educational Facilities Laboratories, New York City.

Other new field personnel are:

Kenneth L. Law, negotiation specialist, Mid-Atlantic office, Springfield, Va.; James P. Thurston, negotiation specialist, Mid-Atlantic office; John E. Dunlop, field representative, Midwest office, Chicago; Morris D. Andrews, negotiation specialist, Midwest office; Dale L. Lestina, field representative, North Central office, St. Paul, Minn.; Reynaldo L. Martinez, field representative, West Coast office, Burlingame, Calif.; Arnold W. Erickson, member of the organizing team, Chicago.

The 11 offices and the Chicago mobile team are under the general direction of Gary D. Watts, director of the Field Services Division.

The regional offices also include: New England, Boston; East Coast, Trenton, N.J.; and Mountain States, Englewood, Colo.

Into all states

Plans aired to encourage human relations activities

Plans to encourage the establishment of human relations groups among educators in every state of the nation were discussed at a session at NEA Center last month. Educators representing university human relations centers, classroom teachers, the federal government, civil rights groups, and state education associations attended the two-day meeting along with staff members of NEA's new Center for Human Relations.

James O. Lewis, human relations executive, California Teachers Association, told the conferees about the plans of CTA's Human Relations Commission. Edward C. Elliott, staff contact for the Oregon Education Association's Human Rights Commission, and Joe Hayden, human relations director for the Michigan Education Association, described the role their associations are playing through human relations councils. New Jersey Education Association's development director, Walter J. O'Brien, reported on the work of NJEA's committee on human rights.

Other contributors included Ruth Trigg, immediate past president of the Association of Classroom Teachers, and Armando Rodriguez, chief of the Mexican-American branch of the U.S. Office of Education.

The conference participants discussed guidelines for and approaches to plans to spread human relations work throughout the states. Directing the session was NEA's newest cabinet member, Samuel B. Ethridge, assistant executive secretary for human relations.

A report including structural and program recommendations for state affiliates in human relations may be obtained from the Center for Human Relations, NEA.

New Student NEA journal explores thinking of youth

What are students thinking and doing? Some of the answers are expressed in the Student NEA's new publication, *Student Impact: Forum of the Student NEA*.

Among the questions discussed in the October issue are: What attitudes do education students have on the improvement of teacher preparation? What roles do they think they should play in their own education programs? How can their ideas be implemented? The students also ask U.S. legislators and NEA leaders for their reactions.

Student Impact is available from NCTEPS at NEA Center for $5 for six issues, or $1 per copy.

McAn program deadline is December 16

Deadline is December 16 for nominations for the fourth annual NEA-Thom McAn School Board Awards, sponsored by the Association of Classroom Teachers and the Thom McAn Shoe Company.

Fifteen national and regional cash awards totaling $12,500 and 30 additional merit awards will be granted to school boards for outstanding programs in one of four areas—instruction, personnel management, community relations, and school construction and planning.

Austin J. McCaffrey, executive director of the American Educational Publishers Institute (formerly the American Textbook Publishers Institute), is chairman of the 1968-69 awards panel.

Any local education association affiliated with NEA may nominate its school board for an award. School boards are entered in three classifications based on pupil enrollment—below 6,000, from 6,000 to 75,000, and over 75,000.

The awards program is designed to focus public attention on local boards of education, build public confidence in the boards, and broaden the areas of mutual respect and understanding between the public and educators.

Additional information and nomination forms are available from ACT at NEA Center.

Teaching one and many is theme of TEPS film

How the faculty and the student body of 180 in a small rural junior-senior high school utilize men, media, and machines in an Individualized Learning Center is illustrated in a new film, *Teaching the One and the Many*, released recently by the NEA's National Commission on Teacher Education and Professional Standards. This is the latest in the NCTEPS' series of films on school staffing and instructional innovations. The film was produced under a subcontract with the Hagerman, Idaho, School District through a Title III grant from the U.S. Office of Education in cooperation with the NEA's Rural Service Division and the Division of Educational Technology.

Much of the modern technology (or hardware) currently available to schools is reviewed, but major emphasis is on the development of "software"—films, programed materials, video tapes, teaching kits.

Information on rental or purchase of the film is available from NCTEPS at NEA Center.

Appeal awaited

DuShane Fund aids teacher in case of sabbatical baby

An Allegheny County, Pennsylvania, teacher involved in the "case of the sabbatical baby," will continue to receive financial support from the NEA DuShane Fund for Teacher Rights. The DuShane committee has voted to continue Dorothy Hill's subsistence grant while she awaits an appeal of her case to the Pennsylvania Supreme Court.

On August 12, the Allegheny County Court ordered Mrs. Hill reinstated to her teaching position. The court action followed an appeal by the Board of School Directors of the Chartiers Valley District of a decision in her favor by the state superintendent of schools.

Mrs. Hill was granted sabbatical leave at half pay by the Chartiers Valley District in March 1966 to obtain her master's degree in music education. Two months later—shortly after a doctor confirmed that she was pregnant—she began her master's program at Duquesne University in Pittsburgh. She took off a week in mid-September for the birth of her son, but then continued to carry a full schedule and was graduated from the university as planned in August 1967.

The school board rescinded her sabbatical leave with pay following the birth of her child, contending that Mrs. Hill knew about her pregnancy before she requested the leave, that she did not inform the administration about her pregnancy, and that she was not eligible for sabbatical leave while pregnant, in spite of the fact that she later fulfilled the desired purpose of the sabbatical at a cost of $2,247 to herself.

In the spring of 1967, after her husband suffered a heart attack and her family was under financial pressure, the district superintendent offered Mrs. Hill her tenured teaching post for the fall if she would relinquish her legal rights to the sabbatical, the court records state. She did not accept this condition and was dismissed from her position that summer on the basis of "incompetency, persistent negligence, and willful violation of the school laws of Pennsylvania."

According to court testimony, though, Mrs. Hill, a teacher for 11 years at the time, had been judged an outstanding teacher and had established an excellent graduate school record.

Mrs. Hill praised the NEA DuShane Fund for Teacher Rights as the support that "made it possible to have the courage of my convictions." She added: "It has been quite a struggle, and the NEA grant has greatly helped me. Our out-of-pocket expenses are in the thousands of dollars. I really don't know how much exactly."

Mother and son are doing well

Teacher Dorothy Hill, who had her sabbatical leave rescinded when she had a baby, was ordered reinstated after court action. Now awaiting an appeal of the decision to the Pennsylvania State Supreme Court, Mrs. Hill (shown here with her son Jonathan) thanks NEA's DuShane Fund for Teacher Rights for giving her the financial support that allowed her to "have the courage of my convictions."

NEA president backs decentralized schools

The following statement on school decentralization was issued by NEA President Elizabeth D. Koontz on September 23 (see story, page 1):

"The schools in the big cities of this country are being strangled by bureaucracy and red tape. The teaching-learning process is a highly personal activity and by its very nature ill suited to the trappings of sheer bigness. There will be little or no improvement until we return to the idea that *the school, not the school system,* is the truly important operating unit in education. It is here—in the individual school—that a large part of the long-range planning should be done, that much of the school program should be determined, that many of the decisions about staffing should be made. And it is here that the public must be involved if it is ever to be involved with any wholesome effect.

"Therefore, I believe the best answer to the problem of overcentralization of public education is to return to the individual schools and to the separate publics they serve their rightful share of authority and responsibility for operating schools. This means a principal and a school faculty with greater rights of self-determination and much more freedom to serve and meet both the general and unique needs of children and youth served by the school. It also means encouraging wider public and parental participation in solving the educational problems of that school.

"Individual schools with the active participation of parents should be free to experiment and innovate. Further, they should be held accountable for finding solutions to their specific problems—to develop a program that meets the needs of *their* children and *their* public. Attempts by individuals or organized groups to interfere with or stifle such programs serves not the pupils, not the public, not even the teaching profession.

"Specifically then, within each school:

- "The principal and a personnel committee selected by the faculty organization should be responsible for recruiting, screening, and selecting new staff members. They should seek the advice of the community in so doing.
- "Joint committees of faculty and citizens should have substantial authority to plan school programs.
- "Financial support of individual schools should be based on an equalization arrangement whereby the schools with the toughest problems get more money per pupil.
- "Except for functions such as the observance of systemwide minimum salary schedules, licensing requirements and appropriate business procedures, schools should be allowed wide discretion in allocating their financial resources.
- "Staff employed should work under a systemwide negotiated contract designating such matters as salary, personnel standards, and grievance procedure with binding arbitration. This contract should also contain provision for negotiating building level contracts on all matters not covered by the master agreement such as extra class activities, program innovations, and instructional materials.

Some governing principles

"Partisan politics, a battle of wills between organized groups of parents and personnel ambitious for leadership within communities are creating chaos in the urban public schools. The current situation is little short of bedlam and complete disorder. In all this mad scramble for power and influence within the adult community, the forgotten element is the American child. It is he who is being neglected and who is completely lost in our fight for control of other things.

"Therefore, to keep our focus on what is in his best interest not only now while he is in school but throughout his educational and vocational career, I believe that the following time-tested principles should permeate our thinking and guide our actions toward decentralization of schools.

- "The school is the *public's* school, not the parents' school, nor the teachers' school. It is established not only to serve the children in it but to serve as the indispensable source of national unity, common purpose, and equality of opportunity. The teaching profession recognizes that the control of education is a legal function of the people.
- "The control of conditions under which teachers enter the profession and practice is a matter of professional self-governance, as in all great professions. Teachers are struggling to obtain the legal authority to govern themselves. They need the legal process to protect competent members and to warn, discipline, transfer, and dismiss those who abrogate their standards or responsibilities.
- "Control of education and governance of the profession are intimately related. Authority for educational policies rests with the public; implementation of those policies is dependent on a partnership between that public and the teaching profession.

Our immediate plans

"NEA has a multifaceted program already directed toward the urban school problem, embracing every phase from the Head Start program to sensitivity training for adults—both teachers and parents. The current chaos in New York will cause us to sharpen and accelerate programs to prevent its recurrence.

"I have asked George Jones and Father Joseph Devlin of NEA's Urban Task Force, which was established as a program coordinating agency only this past April, to give this issue a number one priority, and to report its plans to a meeting of our Executive Committee on October 9.

"I have also asked Sam Ethridge, director of our Human Relations Center, to establish contact with comparable agencies to ascertain their recommendations on school decentralization.

"I intend not only to have an organized plan but a program to bring unity between community and teachers in these urban school districts. It will begin now because I'm stepping right in—myself—today."

Sociologist endorses statement

NEA President Koontz' statement "points the way toward the radical changes that are necessary in the New York City Schools and in public education nationally if children are to be educated," David Rogers, sociologist, New York University Graduate School of Business Administration, said in a reaction last week.

"Responsible community control [of schools] seems to me inevitable," Dr. Rogers added.

"The NEA statement, while not spelling out all of these points in detail, is an enlightened and progressive one," he said, "and gives me hope that perhaps more educators will come to this diagnosis of what is wrong with public education and work energetically with communities to act on it."

ASCD plans West Coast conference

Ways in which verbal and visual communications affect students' learning will be explored by the Media Commission of the Association for Supervision and Curriculum Development during a conference January 22-25 in San Francisco. ASCD is an NEA department. Theme will be "Nature of the Learner's Reality."

The speakers will be Malcolm S. MacLean, Jr., University of Iowa; C. R. Carpenter, Pennsylvania State University; Curtis P. Ramsey, George Peabody College for Teachers; S. A. Hayakawa, San Francisco State College; and George L. Gropper, American Institutes for Research, Pittsburgh.

Registration information is available from Richard V. Brown, ASCD, at NEA Center.

Elementary principals plan session

Association leaders from six West Coast states will join in a leadership conference sponsored by the NEA Department of Elementary School Principals December 5-7 in Sacramento.

Dual purpose of the meeting is to discuss problems of mutual interest and to explore roles of national, state, and local associations in working on current educational problems. Conferees will attend from Arizona, California, Idaho, Nevada, Oregon, and Washington.

NEA Convention, 1969:
June 29 - July 5
Philadelphia

Staff conference: NEA-state association relationships

During a three-day NEA staff conference last month, Elmer Crowley (left), administrative director, National Council of State Education Associations, and Harvey Zorbaugh, director of the NEA regional office in New England, offer their views on how NEA relates to state associations. Their presentation was followed by another on relationships between NEA and local associations. The presentations were part of the process by which conferees tried to examine the problems now facing the organized profession and to find solutions to these problems. Nat'l Educ. Assn. photos (Di Dio)

Staff conference: a chance for questions

As the NEA staff conference continued, staff members worked in 21 small groups, debating and discussing problems of concern to the Association. On the final day of the conference, each group had a chance to raise questions for response from the NEA cabinet. At the microphone above is Richard D. Childs, special assistant, NEA Committee on International Relations. Waiting their turns at the mike are John E. Dunlop (left), NEA field representative, and Kenneth L. Law, NEA negotiation specialist. The conference concluded with a charge to the staff by NEA Executive Secretary Sam M. Lambert.

3-year extension

House and Senate agree on Higher Education bill

House and Senate conferees reached agreement September 17 on the Higher Education Amendments of 1968, extending federal programs of aid to colleges, universities, and their students for three more years at a total cost of up to $7.2 billion.

The agreement, reached after midnight at the end of an all-day session, is a compromise between the Senate's four-year, $14 billion extension of the Higher Education Act of 1965, the Higher Education Facilities Act of 1963, NDEA, the National Vocational Student Loan Insurance Act of 1965, other existing acts and some new legislation, and the two-year, $5 billion version passed by the House.

The authorizations for each year are reportedly $870 million for 1969, $2.8 billion for 1970, and $3.5 billion for 1971. Part of the sharp rise from 1969 to 1970 levels is due to the addition of new programs that were allowed only planning money for 1969.

One issue at stake in the conference was cancellation of NDEA student loans or loan "forgiveness" for borrowers entering teaching service. Acting on recommendations to phase out the forgiveness provisions, the House proposed to limit eligibility to those teaching the disadvantaged or the handicapped.

The Senate, however, voted to extend forgiveness of NDEA loans for service in the Armed Forces, as well as to increase rate of forgiveness for teachers of the disadvantaged.

The conferees compromised by extending existing provisions for another two years, with the addition of coverage for teachers in all schools eligible for ESEA Title I funds, rather than only a certain percentage of such schools. This compromise reflected the NEA recommendation.

Both bills increased the interest rate on federally guaranteed student loans from 6 to 7 percent.

Both the House and Senate bills contained language aimed at potential rioters among the more than 1.4 million students now receiving federal loans, fellowship payments, scholarships, and work-study grants.

The House bill required cut-off of aid to students whose actions were "of a serious nature and contributed to the disruption of the administration" of the institution. The Senate language gave institutions discretion in the decision.

The compromise—based on an amendment made by Sen. Wayne Morse (D-Oreg.) in the Senate's HEW appropriation bill—imposed a mandatory, two-year loss of aid upon criminal conviction for certain acts. The softening aspect of the compromise was the provision for hearings and the decisive judgment of the university that the action of the student was serious and substantially disruptive.

Conferees adopted consolidation of Talent Search with Upward Bound and Special Services for Disadvantaged Students (a new program to help disadvantaged students enrolled in college), and agreed to the transfer of Upward Bound from OEO to the Office of Education as of July 1, 1969. The International Education Act was extended for two years.

New programs, some given planning money for 1969, are:

Networks for Knowledge—to aid colleges and universities in sharing their facilities and resources

Education for Public Service—aid in the preparation of graduate or professional students for entering public service, and for research in improved methods of education for the public service

Improvement of Graduate Programs—grants to colleges and universities to improve the quality and number of graduate programs leading to a doctoral or professional (other than medical) degree

Law School Clinical Experience Program—grants to accredited law schools to establish or expand programs to provide clinical experience

Cooperative Education—aid to colleges and universities establishing programs for alternating periods of employment and study

Equipment for educationally deprived children—aid to provide equipment to elementary and secondary schools to help children from poverty areas.

A House provision defeated in conference would have eliminated the separate authorization for administration and supervisory services in connection with the programs under Title III of NDEA.

Teachers-in-Politics weekend planned again in April 1969

The NEA Citizenship Committee has announced a second Teachers-In-Politics weekend for April 11-13, 1969. "We can't *not* have another TIP weekend," Robert T. Krueger, Citizenship Committee chairman, said following committee sessions at NEA Center last month. He added that the committee was told that more than half of the states have already indicated that they will participate in the weekend.

The Citizenship Committee estimates that approximately 50,000 people across the country were involved in TIP weekend activities in April 1968. Although the majority were teachers, others taking part included Congressmen, legislators, local officials, and school board members. They participated in political clinics, workshops, town meetings, and other observances.

"Perhaps one of the reasons state and local associations picked up the TIP weekend idea and ran with it was that there was no formula for what had to happen," Mr. Krueger said. "Each affiliate celebrated Teachers-In-Politics weekend in ways it chose itself. The result was an awareness, nationwide, that teachers are now and intend to remain a force in politics."

Spokane conference to draw teachers in Northwest area

Classroom teachers from rural communities in the Northwest will study their problems and seek solutions at a conference to be sponsored by the NEA Department of Rural Education, October 12-13 in Spokane, Washington.

The conference, planned in cooperation with NEA's Association of Classroom Teachers and National Training Laboratories Institute for Applied Behavioral Science, will stress individual participation, says Lewis R. Tamblyn, executive secretary of the Department of Rural Education.

"This is a conference at which rural teachers are going to do the talking," Dr. Tamblyn stated. "They will work in small groups, defining their needs, charting goals for their professional associations and school systems, and identifying blocks that keep them from achieving those goals," he said.

The closing session of the conference will involve administrators as well as classroom teachers, to give teachers and superintendents a chance to discuss their mutual concerns and hopefully to develop a course of cooperative action.

The planning committee for the conference is broadly representative of the teaching profession. Classroom teachers on the committee are Jim A. Roady, ACT Northwest regional director; Rose Marie Ross, president of the Association of Classroom Teachers of the Washington Education Association; and Eugene Fiksdal, president-elect of the Spokane Education Association.

Persons interested in attending the conference may obtain additional information from the Department of Rural Education at NEA Center.

Arizona teachers train for leadership

The Arizona Association of Classroom Teachers has expanded its program of leadership development by retaining Gerald Moulton, associate professor of educational foundations, College of Education, Arizona State University, as its behavioral science consultant.

Dr. Moulton, who is associated with the National Training Laboratories Institute for Applied Behavioral Science, will be responsible for training a cadre of 20 classroom teacher leaders in Arizona, designing six conferences scheduled by AACT during 1968-69, and planning a two-day workshop on professional negotiation set for December.

"The Arizona Association of Classroom Teachers has pioneered in the study and use of behavioral science techniques," said Bruce P. Eckman, president of NEA's Association of Classroom Teachers.

"This new step is an excellent example of what state classroom teacher organizations can do to support, promote, and extend this NEA/ACT program."

Iowa teachers hold workshop

"Innovations in Method and Media" was the theme of the first annual instructional workshop sponsored by the Iowa Association of Classroom Teachers, August 12-14, in Des Moines. Over 20 Iowa teachers staffed the conference and made presentations in one of four areas: secondary social science, secondary language arts, secondary mathematics and science, and elementary education.

The conference was under the direction of IACT President Dennis Barnum and its executive director, Michael Fleming.

current

What's going on in TV, radio, press, and national magazines

Television
(All times are Eastern)

21st Century, Sunday, October 6, CBS-TV, 6 p.m. "An Incredible Voyage." Host: Walter Cronkite.

"The Rare Breed," October 7, NBC-TV, 9 p.m. Stars James Stewart and Maureen O'Hara.

How Life Begins, Monday, October 14, ABC-TV, 7:30 p.m.

CBS Playhouse, Tuesday, October 15, CBS-TV, 9:30 p.m. "The People Next Door." Stars Lloyd Bridges, Kim Hunter, Phyllis Newman.

Campaign Special '68. Sunday, October 20, CBS-TV, 6:30 p.m.

Babar The Elephant, Monday, October 21, NBC-TV, 7:30 p.m. Narrated by Peter Ustinov.

Hemingway's Spain, Monday, October 21, ABC-TV, 9 p.m.

National Geographic Society: America's Wonderlands: The National Parks, Wednesday, October 23, CBS-TV, 7:30 p.m.

21st Century, Sunday, October 27, CBS-TV, 6 p.m. "Surviving in Space." Host: Walter Cronkite.

Voyage to the Enchanted Isles, Wednesday, January 22, 1969, CBS-TV, 7:30 p.m. A color documentary of the natural history of the Galapagos Islands, illustrating Darwin's theory of evolution. Four-page teacher's guide and poster available from Dept. Q, Harshe-Rotman & Druck, Inc., 108 N. State St., Chicago, Ill. 60602. Prince Philip narrates.

Magazines
(October issues)

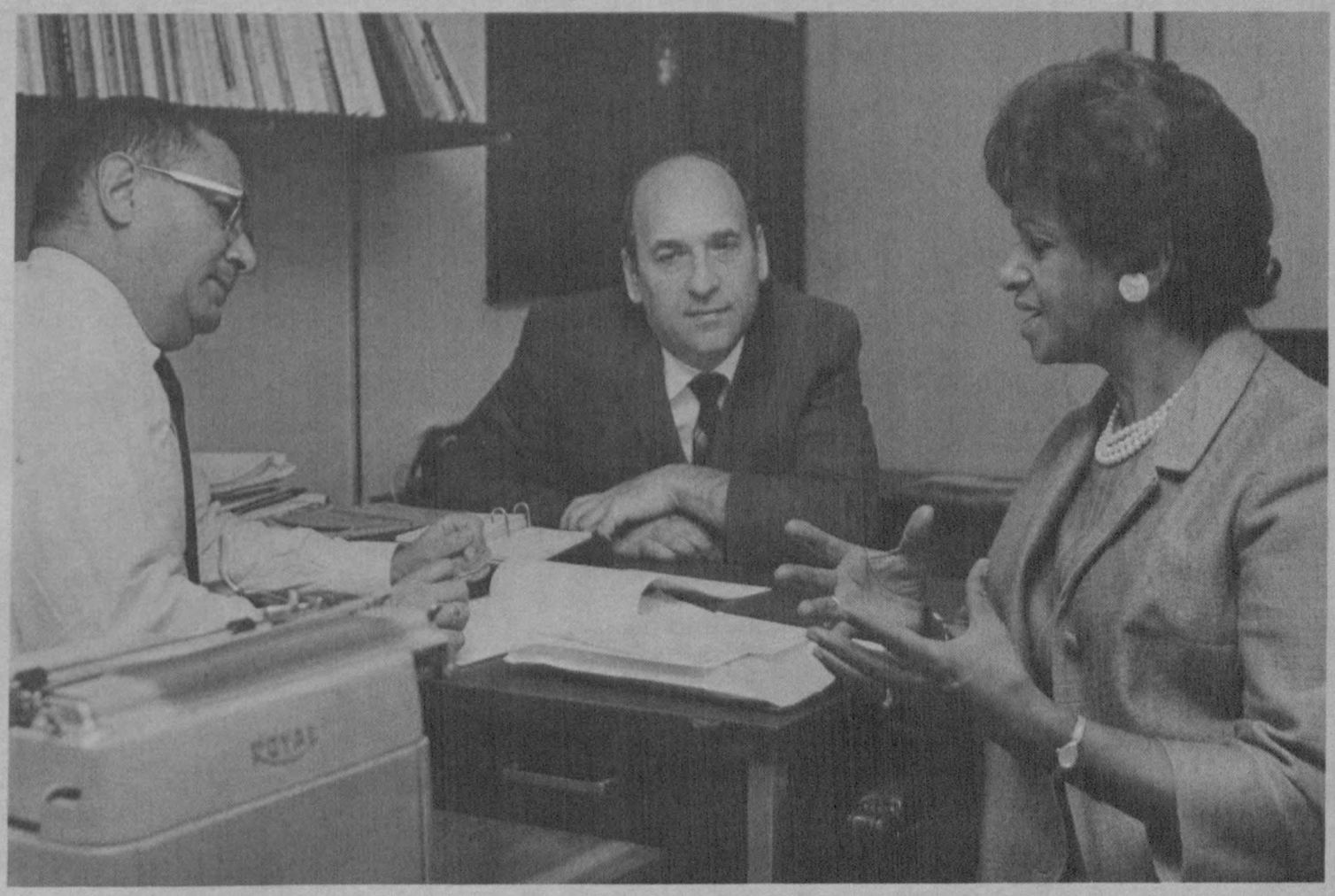
Glamour—"What Movies Reveal About You, the Audience," by Theodore Isaac Rubin, M.D. A noted psychiatrist analyzes the audience and their motives for watching certain shows. "The New Politics of Film." The independent film maker at the end of the sixties may become the super-star of the seventies.

Harper's—"Inside Capitol Hill," by Larry King. Gives the story behind the scenes of the most powerful government in the world. "The News on Television and How It Is Unmade," by Robert McNeil, former reporter for NBC, tells what goes on behind the cameras of a major network's news department. "Mondale and Harris: Humphrey's Establishment Radicals," by Rowland Evans and Robert Novak. "The Easy Chair": "Can Richard R. Widner Save New York, Chicago, and Detroit?" by John Fischer. In the Book Section: Norman Podhoretz reviews "Democracy and the Student Left," by George F. Kennan.

Look—"Visiting Day 2001 A.D." *(Oct. 1)* and "The Future Now" *(Oct. 17)*. American schooling takes a leap toward joy and the emotions, in Parts II and III of the condensation of *Education and Ecstasy* by George B. Leonard.

Redbook—"What We Can Learn from Sex Education in Sweden," by Margaret Mead. "The Fuss over Baby and Child Care," by Dr. Benjamin Spock. "Should You Try To Change Your Child? The Myth of the Normal Child," by Jane Whitbread. The author relates how one couple used patience and fortitude to help their child develop and adjust individualistically. "School and College Directory."

Seventeen—"Junior College" by Roul Tunley. The number of students interested in junior colleges is growing.



NEA President interviewed by Parade magazine editors

NEA President Elizabeth D. Koontz is shown here in the offices of *Parade* magazine in New York City being interviewed by writer Herb Kupferberg (left) for an article that will appear in an upcoming issue. Looking on is Jess Gorkin, *Parade* editor. Mrs. Koontz spent two days in New York early in September for a series of interviews. Among the news media people she talked with were James Cass, education editor for *Saturday Review*; Fred Hechinger, education editor of the *New York Times*; and John Danby, executive editor of *Good Housekeeping*. She was interviewed by a writer for *Tuesday Magazine*, a newspaper supplement, which has scheduled a story about her for its November issue.

Surprising report

NEA committee finds no official wording among versions of Star-Spangled Banner

There is no official wording of *The Star-Spangled Banner*, an NEA committee discovered recently.

The committee was appointed by the NEA president following passage of a motion during the 1967 NEA Representative Assembly that a study be made of the attempts to "change the meaning and official wording of the Star-Spangled Banner as accepted by the Congress of the United States. . . ."

The NEA committee reported that Francis Scott Key wrote the notes for the words of *The Star-Spangled Banner* on September 14, 1814. Almost all printed sources of the poem come from a newspaper version, set the morning after the poem was written, by a 14-year-old apprentice. This version contained errors, as well as some major and minor changes. Other variations and conflicts crept into printings of the poem over the years.

The so-called "Service Version" was prepared in 1918 by a committee of 12 at the request of the War Department for use in Army and Navy song books. An NEA department, the Music Supervisors National Conference (now Music Educators National Conference) cooperated with the War Department and music publishers to prepare this version. In the same year, another version was prepared by a committee of five, formed by the U.S. Bureau of Education and composed of such well known figures as Walter Damrosch and John Philip Sousa. Neither version bears a copyright claim.

The song became the national anthem on March 3, 1931, when President Hoover signed Public Law 823 of the 71st Congress. However, the law did not recognize the then existing conflicting sets of words and music.

In 1955, Congressman Joel T. Broyhill (R-Va.) urged adoption of an official version of *The Star-Spangled Banner*. In most sessions of Congress since that date, he has introduced such a bill. The January 1967 version sets forth four verses (the Service Version has only three) and uses the word *when* in "When our cause it is just." (The Service Version uses *for*.)

Serving this past year on the NEA Committee on the Star-Spangled Banner were Sidney Dorros, NEA Publications Division; Charles L. Gary, MENC; and Lucile Ellison, NEA Citizenship Committee, who was chairman.

The report of the NEA Committee on the Star-Spangled Banner has been referred to the Music Educators National Conference for study and suggestions. MENC was also asked to make a recommendation as to whether the NEA should support a proposal now before Congress which would designate an official version of the song.

Retired teachers plan $5 million center

Plans for a $5 million memorial to Ethel Percy Andrus were announced during the convention in August of the National Retired Teachers Association. The meeting of the NEA department was held in Washington, D.C.

Dr. Andrus founded NRTA and its companion organization, the American Association of Retired Persons, and served for many years as president of both groups. She died in 1967 at the age of 84.

The memorial to Dr. Andrus will be a worldwide center for the study of the aging, built on the Los Angeles campus of the University of Southern California. The center will be sponsored by NRTA and AARP in cooperation with the university and is expected to be named the Ethel Percy Andrus Gerontology Center.

"It will be a worldwide research and training center for every field of aging," an NRTA spokesman said, "as envisioned by doctors, sociologists, economists, educators, and many other specialists who concentrate on the processes and problems of aging. It will attract the world's best brains in this field," he added.

More than 800 delegates and members attended the four-day convention. Miss Cecilia O'Neil of San Jose, California, was elected NRTA president.

Among the convention speakers were Wilbur J. Cohen, Secretary of the U.S. Department of Health, Education, and Welfare; and Leonard Davis, NRTA honorary president. NEA President Elizabeth D. Koontz told the retired teachers that they remain "a vital dynamic resource" in every community.

1968 election

Hawaii teachers accent politics via participation, publications

"Teachers Accent Politics" is the theme of the Hawaii Education Association's new offshoot of its Accent Hawaii program. HEA has brought out attractive red, white, and blue 1968 Political Participation Kits to help its teachers accent politics.

Included are a "how-to" booklet, Democratic and Republican membership cards, voting and registration information, special postcards to be mailed to friends, a "Teachers Accent Politics" button, and a bumper sticker, all with a "Teachers Accent Politics" message. Also in the packet are a contribution card and several "workers cards" so the teachers can sign up for doorbell ringing and stamp licking. An HEA return-address envelope is in the packet. A 17x22 inch poster completes the kit.

The cover note on the "Teachers Accent Politics" kit explains:

This kit has been prepared by the Hawaii Education Association to help you and your fellow educators show all Hawaii that our teachers are active participating citizens . . . to let everyone know that teachers "really care" about improving our American political system and education.

How you put this kit to work is strictly up to you insofar as choice of political party or candidates is concerned.

Pursuant to resolution 71 (1968), HEA will be making no candidate endorsements this year. Rather, our association is going all out to encourage active political participation by all citizens and especially teachers.

The important thing is . . . that you put this kit to work—as a citizen and as an ambassador of education.

In addition, says Daniel W. Tuttle, Jr., HEA executive secretary, "our association has prepared radio and TV spots to underline the public service aspects of our new political participation program."

HEA also has in print its *1968 Hawaiian Voting Behavior; A Background Guide to Some Significant Characteristics of Honolulu's (Oahu's) 141 Precincts*. Compiled by Dr. Tuttle, the guide is an expansion and up-dating of the 1965 edition, which is now out of print. Included are detailed statistics concerning Hawaii's voting behavior in 1958-66, "plunking" as a voting practice in Hawaii's multi-member legislative districts, split-party ticket voting, and ethnic characteristics.

"The very high reliability of this guide makes it a valuable weapon for party officials, candidates and workers, and students of election data," says the HEA.

Accent Hawaii's second publication is *Public Issues; Politics 1968*, with introductory commentary by Dr. Tuttle. It is a transcript of a special six-part television series on the political year 1968, featuring actual discussion by legislators, educators, party officials, and newsmen. Topics covered are: Political Year 1968: the Schedule and Its Various Opportunities; Parties, Influence Groups and Citizens in Perspective; the Kaleidoscopic Nature of Campaigns: Campaign Detail: Roles and Requirements; Quo Vadis: Some Thoughts for Responsible Citizens. The programs were presented during the period April 18-May 23, 1968, by the College of General Studies, Division of Continuing Education, University of Hawaii, in cooperation with KHET-TV.

New Orleans speech

NEA is taking the lead in social issues, President Koontz tells American Legion

"You can look to NEA for many of the answers" to the major social and educational questions of today, Elizabeth D. Koontz told members of the American Legion last month. Speaking at the Legion's national convention in New Orleans, President Koontz said that "NEA is taking the lead in efforts to make our communities aware of what must be done if the schools are to be the great equalizers that they were when the early immigrants came to this country.

"Can we do any less for those among us who have similar problems?" the NEA president asked. "Are we doing what we can to help the Spanish-speaking child when we deny him the right to speak his own languauge in his school, or are we penalizing him because he does not have a second language?"

"Are we fair when we expect the child of Appalachia to compete on equal terms in a different culture?

"Are we providing equal opportunity for Indian children and Mexican-American or Alaska Eskimo children? Are we doing what we can to help the black child?

"There is much we *can* do," Mrs. Koontz told the Legionnaires. "Help us gain what is needed to really educate individuals, and we remove that need for a student to draw attention in a hostile manner. Help us ensure that meaningful jobs will be open to them, and we'll find more interest and diligence for work and education.

"Help us demonstrate in every community that the democratic system corrects its faults," she concluded, "and we'll see more Americanism and good citizenship."

ASCD conference in Boston will focus on directions for simulation learning activities

"Simulation: Stimulation for Learning" will be explored for a second time in a conference sponsored by the Commission on Educational Media of the Association for Supervision and Curriculum Development October 23-26 in Boston. A conference on a similar theme was held by the NEA department in San Diego April 1968.

After a demonstration of a representative simulation activity, participants will consider uses of simulation activities in various settings, such as industry, government, and military; the design and use of simulation materials and procedures with individuals and with groups; and the implications of simulation activities for educational programs.

For information write to Richard V. Brown, associate associate secretary, ASCD, at NEA Center.

New Jersey affiliates urged to demand at least $7,000 starting teachers' salary

The New Jersey Education Association has urged its affiliates—even in the poorest community in the state—to demand at least a $7,000 starting salary for teachers.

"The average salary for the beginning teacher in New Jersey this year—$6,000—is already low in comparison to wages being paid to his college classmates," Frederick L. Hipp, NJEA executive secretary, said. He added that the rising economy will force teachers to insist on at least $1,000 more in beginning salaries and at least $2,000 at the top of teacher salary scales. "Any district which asks for less will be making a mistake," he said.

TO: NEA Annuity Program
P.O. Box 1088
Springfield, Illinois 62701

Gentlemen:

I am interested in learning how the new NEA tax-deferred annuities could fit into my retirement planning.

Name ..... Telephone no. .....

School ..... District .....

Home address .....

City ..... State ..... Zip .....

cut here and mail to Springfield, Illinois

New annuity plan offered to association members

Last month NEA announced that it was offering a new, variable tax-deferred annuity plan. The plan is being offered to members of the Association who are also, if eligible, members of their state and local NEA affiliates.

Approximately 500 representatives throughout the nation have been made available to counsel members about the plan. Their services are available without cost or obligation.

The coupon above—to be sent to Springfield, Ill.—is designed to expedite inquiries about the annuity plan.

NEA Mutual Fund assets now exceed $12 million

As of September 26, the NEA Mutual Fund had total assets of $12,377,511. The net asset value per share was $12.03 and the offering price was $12.28. The number of shareholders on September 20 was 9,188. The NEA Mutual Fund went to daily pricing on July 15 this year.

For a free copy of the prospectus of the NEA Mutual Fund, write to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Idaho Education Association	Idaho Public Schools
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Texas State Teachers Association	South San Antonio Independent School District

names in the news

Marvin R. Levy, formerly consultant in health and safety, New Jersey State Department of Education, has been appointed director of the project on drug abuse education sponsored by the American Association for Health, Physical Education, and Recreation in cooperation with the National Science Teachers Association. Staff liaison for AAPHER is **Edward Mileff,** consultant in health and safety education; liaison for NSTA is **Robert H. Carleton,** executive secretary. Other project staff members are **Sanford J. Feinglass,** project coordinator; **A. L. Braswell,** science consultant; **Dallas Johnson,** instructional materials coordinator, and **Joseph Fiorelli,** audiovisual specialist.

Fred Husmann, former English teacher at Ramsey High School, Roseville, Minn., is now program associate with the NEA Center for the Study of Instruction. He is immediate past president of the Roseville Education Association.

Robert Wootton, a twelfth grade English teacher in Shawnee Mission, Kansas, and member of the 1967-68 resolutions committee of the Association of Classroom Teachers, NEA, has joined the staff of the Kansas State Teachers Association as field representative.

Robert F. O'Connor, former advertising executive for the Washington (D.C.) Post, is advertising manager for *Today's Education*, official publication of the NEA. Mr. O'Connor succeeds **John J. Faber,** who is now advertising manager and director of the publications for the NEA Department of Audiovisual Instruction.

Edwin W. Davis, associate secretary of the Commission on Professional Rights and Responsibilities, retired October 1. Dr. Davis had been with the commission for 12 years and was in charge of PR&R's information service about extremists and critics of the far left and far right.

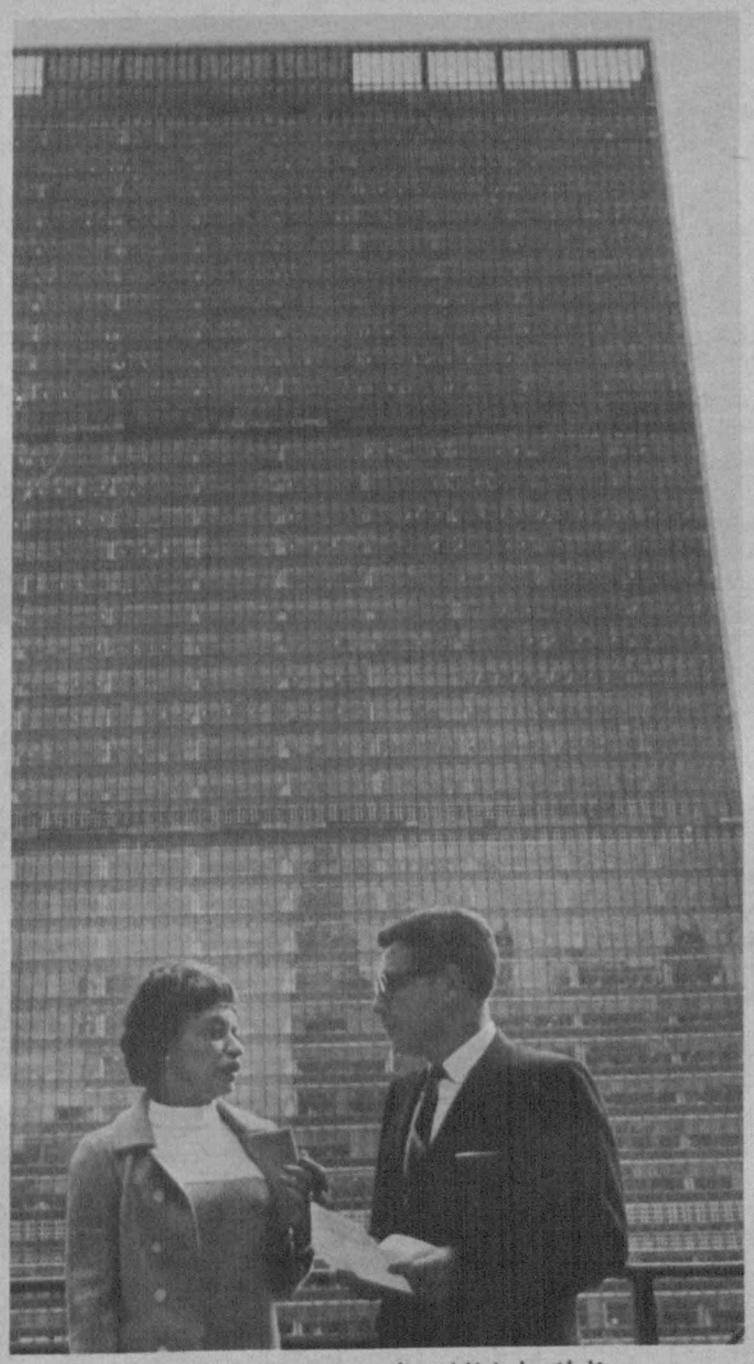
Robert L. Jozwiak, who was director of elementary education, Elkhart, Ind., is assistant executive secretary, NEA Department of Elementary School Principals.

Martha A. Gable, formerly director, Division of Radio-Television Education, Philadelphia Public Schools, has joined the staff of the American Association of School Administrators as editor of the *School Administrator* and the unit's new publication, *AASA Hotline*.

nea reporter

Published by the National Education Association

Vol. 7, No. 11 October 25, 1968 Washington, D.C.



NEA observer at the UN building

With the United Nations building in the background, NEA's new UN observer, Braulio Alonso, discusses his role with Dorothy Collings, who is in charge of education for the UN's Office of Public Information. Mr. Alonso, who was 1967-68 NEA president, is now secretary of the NEA Committee on International Relations. Prior to his New York briefing session with Dr. Collings, Mr. Alonso officially presented his credentials as UN observer.

Disadvantages outweigh advantages

NEA rejects union bid for talks on merger

NEA has declined an invitation by the American Federation of Teachers, AFL-CIO, to enter into a discussion of merger. The refusal was telegraphed to the AFT president by President Elizabeth D. Koontz following the decision by the NEA Executive Committee on October 11. The NEA Board of Directors, at its meeting, voted "to applaud the position taken by the Executive Committee in declining the invitation."

NEA's response was to a letter from the AFT president dated October 4. The letter followed earlier public suggestions of merger made by the teacher union.

In announcing the decision, Mrs. Koontz said that it was based upon careful and extensive consideration of all the facts available. NEA does not question the value of unifying the efforts of teachers under one banner and of eliminating the costly and wasteful battles over control of local groups.

Mrs. Koontz made clear that every avenue of access to membership in NEA is open to all educators or groups of educators who want to join the Association, without discrimination and regardless of previous affiliations. She urged all teachers to consider this personal commitment to unity. However, she said, the disadvantages of a national organization merger, for NEA, far outweigh the advantages.

NEA is moving into a period of unprecedented strength and growth in membership, Mrs. Koontz said. During the past four years alone, NEA membership gain has been more than the total AFT membership today. NEA's network of state affiliates constitutes nearly two million teachers or 90 percent of the nation's teaching force, the NEA president said.

She also pointed out that the AFT at present has major internal problems which NEA has not. There are reports of serious financial problems as well as conflict among officers and staff of the teachers union. Further, there are indications of disenchantment in the ranks of AFT, and some of its members have been seeking NEA membership, Mrs. Koontz said.

Finally, she said, union programs are either nonexistent or compare unfavorably to the strong and effective program of NEA and its affiliates in the areas of instruction, human relations, minority and civil rights of teachers, research, and legislation.

Congress votes $3.7 billion in education appropriations

Congress has voted $3.7 billion for education programs administered by the U.S. Office of Education in fiscal 1969, which began last July 1. The bill, H.R. 18037, also assures that Title I ESEA funds will be available in FY 1970 at 90 percent of the FY 1969 level.

NEA Executive Secretary Sam M. Lambert praised the lawmakers for heeding the profession's plea for advance funding of Title I. "School districts will now be able to plan more realistically for 1969-70 Title I programs," Dr. Lambert said. "I hope that we are coming to the end of an era of cliff-hanger appropriations. Late funding results in frantic last-minute planning. No commercial enterprise would survive very long without orderly fiscal procedures. Hopefully, Congress is beginning to realize that educators need lead time for preparing new programs, hiring staff, and buying equipment."

The total appropriation is some $300 million less than the Administration request.

There were two significant compromises. First, in a surprise move, the House reversed itself on anti-integration amendments which it had put in the original version of the bill. These amendments, offered by Rep. Jamie L. Whitten (D-Miss.), would have required HEW to accept so-called freedom of choice desegregation plans whether or not such plans effectively ended discrimination.

The amendments also would have barred the use or the withholding of federal funds to force the busing of students, to close a school, or to force any student to attend a particular school against his parents' will.

In modifying these provisions, the House voted to accept Senate language that simply affirms a provision of the 1964 Civil Rights Act forbidding federal efforts to achieve racial balance in the schools.

Second, a last-minute compromise denied the President grounds for refusing to release $91 million in impacted aid (PL 874) funds. President Johnson had refused to release the money, which was made available by a supplemental appropriation last spring. As finally agreed upon, the bill contains a rider reappropriating the fiscal 1968 money and exempting it from the $6 billion budget cut ordered by Congress.

A table on page 5 outlines the appropriations.

Trusteeship required for DeKalb, Georgia, association

The NEA Executive Committee announced on October 11 that the DeKalb (Georgia) Education Association will be disaffiliated within 90 days unless it accepts a trusteeship relationship with NEA or with NEA and the Georgia Education Association.

The Executive Committee announced the action simultaneously in Washington, D.C., and in Atlanta, after first notifying the Georgia Education Association of its decision.

The action was taken, the Committee said, after it was evident (1) that the DeKalb association had failed to recognize or support the NEA Professional Rights and Responsibilities Commission investigation of DeKalb County, and (2) that the DeKalb association was no longer able or willing to assert the interests of the 4,000 teachers in the system.

The Committee's statement follows:

"Having previously found that the continued affiliation of the DeKalb Education Association with the National Education Association would be prejudicial to the best interests of the NEA if the charges of the Professional Rights and Responsibilities Commission were proven, and having held a hearing on the charges and considering the evidence of the DEA, the NEA Executive Committee now finds that the charges have been substantiated and proven.

"The suspension is continued for a term of ninety days, after which period the DeKalb Education Association's affiliation with the NEA shall automatically terminate unless, within the ninety-day period, the DEA shall have agreed to accept a trusteeship of the NEA over the DEA, or of the NEA and the Georgia Education Association over the DEA, to continue for such period of time as may be necessary to make revisions of the governing documents of the DEA to the satisfaction of the NEA Executive Committee, and until the Executive Committee is satisfied that the DEA is operating effectively, without such trusteeship, and able to:

"—Cooperate in the development of school policies of mutual concern to the DeKalb County Board of Education, the administration, and the professional staff.

"—Represent its members' needs and interests in a fair, honest, and democratic manner.

"—Share the responsibility for protecting individual and group rights within the school environment; and in so doing to protect the public, as well as the profession, against unrestrained administrative power.

"—Share the responsibility for improving educational opportunities.

"—Assume full political and citizenship responsibilities without exploitation of the institutional privileges of public service.

"Announced refusal of such trusteeship within ninety days shall automatically terminate the affiliation, as shall announced or implicit refusal to revise the governing documents of the DEA."

DEA was temporarily suspended by the NEA Executive Committee on July 7, after the Committee received a PR&R report titled, "DeKalb County, Georgia: A Profile of Paternalism in Public Education."

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Your vote is essential

"I don't think I'll even vote this year. I don't like any of the candidates."

Have you heard that one? What was your reply?

We hope it was something like this:

Voting is done with the head, not the heart.

It is not necessary to "like" a candidate.

It *is* necessary to know what he stands for, what he has done, and what he says he will do if elected.

It *is* necessary to measure all these factors against your personal yardstick of ideals.

It *is* necessary to choose.

The hand of the President of the United States is a powerful one. It signs bills into law. It extends in friendship to some and not to others. It controls the armed forces. It dials the hot line. Who wields this power makes a crucial difference.

Do you know how the candidates stand on poverty? on crime prevention? on Vietnam? on "law and order"? on aid to education? on federal-state relationships? Are you familiar with their proposals for handling these issues?

If you are, you know that they do not stand facing in an identical direction, and that there is more than just a shade of difference. On some issues the candidates are diametrically opposed to one another.

Not too many years ago, farmers and ranchers left their harvesting and their herds and rode hundreds of miles for the sacred privilege of casting a ballot. Do we care as much?

The ballot is the cornerstone of democracy. There is one vote that is essential to its existence.

That vote is your vote.

—William E. Adams, vice-chairman, NEA Citizenship Committee

Membership is our business

Membership in the United Teaching Profession is our business—the business of everyone at the local, state, and national levels who is concerned that the teaching profession be strong.

Membership in professional associations must be the voluntary association of peers. Nowhere in this country should any teacher be able to say either "I was forced to join" or "No one ever asked me to join."

A local association must organize for enrolling members. Distribution of material, collection and transmittal of memberships, answering questions and objections, persuading the reluctant, the person-to-person contact that lies behind successful promotion—all these must be part of the activity of a strong membership committee and well-informed, well-trained faculty representatives in the local association.

Two modern trends can help: payroll deduction, whereby the combined membership fee is spread over an entire membership year; and the concept of "continuing membership," whereby a person joins once and then continues as a member until he voluntarily withdraws.

Membership is vital to the progress and power of the United Teaching Profession. We need not apologize for aggressive enrollment efforts. We owe to our present members the best efforts of our associations to enroll every potential member who benefits from our achievements. Membership in the United Teaching Profession is not our only business—but it is very much *our* business.

If your local association is not now organized for membership promotion, or if you need information about procedures for payroll deduction and continuing membership, write to the NEA Division of Affiliates and Membership.

—John H. Starie, director, NEA Division of Affiliates and Membership

Minnesota adopts unification

Record gains mark negotiations in Minnesota

Minnesota's first year of statewide negotiations under law was highly productive. Teachers are currently enjoying the largest packet of economic and professional gains in the state's history.

The Minnesota Education Association is justifiably proud of the achievements revealed by two headlines which appeared in print a year apart.

The October 1967 issue of the *Minnesota Education News* proclaimed: MEA CALLS FOR MINIMUM 15% SALARY HIKE. The September 5, 1968, issue of the *St. Paul Dispatch* announced: STATE TEACHERS' SALARIES UP 15%.

Meanwhile unification has been passed and adopted by Minnesota teachers. It becomes effective next year.

As is true throughout the nation, the professional associations in Minnesota represent the vast majority of teachers.

Minnesota's negotiation law calls for proportional representation on five-member negotiating councils. Seats on the councils are allocated on the basis of verified membership strength in each district. MEA has 480 local affiliates; except for a handful of districts, the professional associations are sole representatives of teachers. Reports reveal that in only five districts of the state do unions hold a majority of council seats; in no case is there an all-union negotiating council.

Though there were a sizeable number of negotiation impasses, all were resolved prior to school opening time; there were no work stoppages. In most cases settlements were ultimately secured through persistent negotiations; fact finding was utilized in only 45 districts.

It is interesting to note that the last three Minnesota districts to secure settlements acceptable to teachers were those in which unions held majority council seats and that the last of all was Duluth, the only sizeable city in the state with a union majority on the council.

The Duluth story can serve as an example of how not to handle an impasse. Negotiations in Duluth were stalemated and the union, which holds four council seats while the association holds only one, decided to resort to fact finding. Minnesota's law provides for this step through three-member adjustment panels; the union chose the executive secretary of the Minnesota Federation of Teachers to be the teachers' advocate on the adjustment panel. The troubles that ensued can be traced directly to his door.

The panel produced a unanimous report. It was signed by all three panel members, including MFT's executive secretary. It recommended a salary settlement which was well below what Duluth teachers would accept. Faced with teachers' rejection of the panel's proposal, MFT's executive secretary blamed the state's negotiation law, which the union dislikes, and claimed that he was handicapped because of the law's provisions. Duluth teachers, however, were unimpressed. The law had apparently worked rather well in the rest of the state and they were alerted to the fact that, at the very least, their spokesman should have submitted a strong minority report. The fact that the panel's report was unanimous hung a heavy albatross around the neck of the negotiating council. As a result, the union broke off negotiations at the end of May and left teachers to infer that a crisis, perhaps even a strike, might be expected in the fall. Though this impression was given, the union offered no clear plans for mass action. The Duluth Education Association moved immediately to secure MEA assistance and plan ahead to protect teachers' interests in the event of a fall crisis.

Currently Duluth teachers are exceedingly critical of the union's handling of the negotiation process and its demonstration of a serious lack of expertise. As the school year opened, MEA responded to an urgent request from the Duluth Education Association for an investigation of conditions in the city's public schools. DEA's request has spurred the city's school board to set up its own study and MEA has assigned a task force to conduct a preliminary investigation. DEA charges that in addition to deteriorating school facilities, there is a lack of equality in the distribution of instructional supplies among the various neighborhoods in the city. They point to unequal distribution of textbooks, overcrowding in certain neighborhoods, and a general failure to provide equality of educational opportunity. Corrections for such inequities were not secured through union-dominated negotiations.

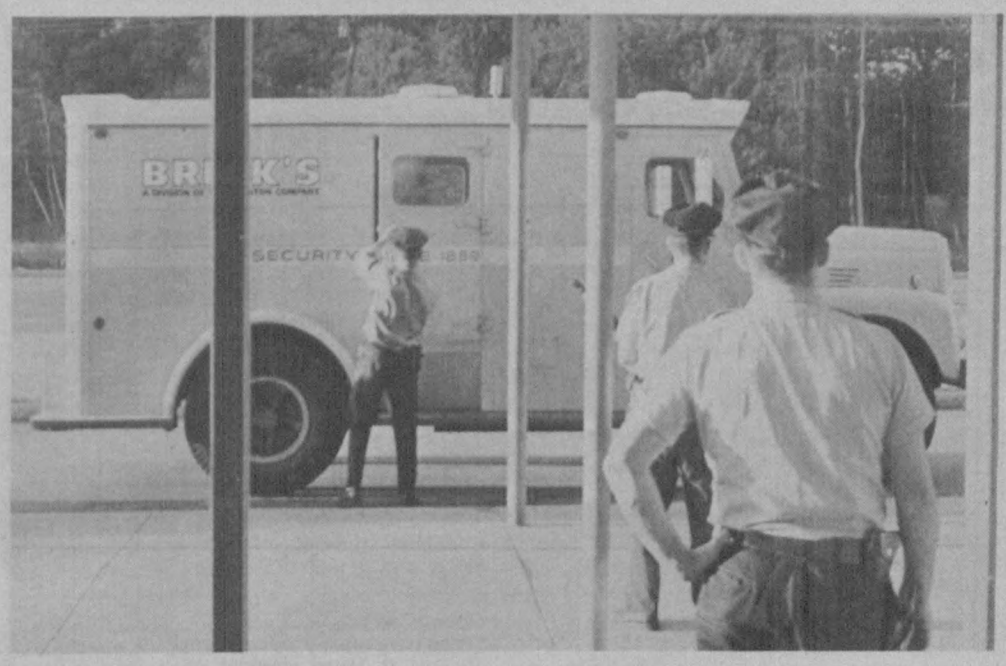
Though the record reveals, in addition to a statewide 15 percent salary increase, that many precedent-setting gains—both economic and professional—were won, NEA-MEA affiliates in Minnesota are very critical as they evaluate their own achievements during the first year of negotiations. Only about 10 percent of the associations judged their negotiated achievements as the "best ever"; most rated the results as the "best possible" or as "good"; a few even considered the end product "poor." MEA's study of negotiation returns seems to verify these self-evaluations.

There were sizeable gains in fringe benefits and improvements both in teaching conditions and in personnel policies. MEA, however, is not dwelling on first-year achievements but is looking toward this year's negotiations, which should be getting under way by October 31.

Statewide goals for 1969-70 have been announced and MEA-NEA staff members are providing training and guidance to assist teacher-negotiators and local association supportive committees in working toward and achieving those goals.

For 1969-70 MEA is aiming for: an additional 15 percent salary schedule improvement for teachers as they forge ahead toward an $8,000 B.A. base and an M.A. maximum of at least $17,000; index salary schedules throughout the state; various fringe benefits such as fully paid hospital and major medical insurance; unlimited cumulative sick leave to be earned at the rate of 15 days per year; teachers' right to transfer unused sick leave and other benefits when moving to another school district; full salary recognition for prior teaching experience; binding arbitration on grievances in all agreements; sabbatical leave programs in every school district; class-size agreements to permit individual pupil attention (no self-contained elementary classroom to exceed 25 pupils per teacher); greatly increased employment of paraprofessionals to minimize use of teachers' time for noninstructional purposes, and a good deal more.

MEA's convention this fall will focus on one of its major 1969-70 negotiating objectives—the improvement of instruction. NEA's Center for the Study of Instruction will provide speakers and discussion leaders for the program.



DuShane Fund money prevents payless payday

A Brink's truck carrying $32,000 supplied by NEA's DuShane Fund for Teacher Rights recently came to the rescue of Attleboro, Massachusetts, teachers who were faced with a "payless payday." The Attleboro school district had decided that it would be more convenient for their business operation if teachers were to be paid on Thursdays rather than Tuesdays. Teachers, expecting their first check of the new school year on September 10, were notified of the new plan September 6. They were told that they would not be paid until September 19 because it would take time to put the new plan into effect. The DuShane Fund provided Attleboro teachers with $100 interest-free loans to tide them over until payday arrived. $15,000 was distributed.

The $32,000 supplied by the DuShane Fund is distributed by Charles C. Cashman (left), Massachusetts Teachers Association assistant executive secretary for administration and finance, and J. Casey Olds, MTA president.

nea reporter

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400

Elizabeth D. Koontz ..President
Sam M. Lambert
Executive Secretary
John D. Sullivan .....Publisher

* * * *

Prepared by the NEA Journal Division:

Mildred S. Fenner .....Editor
Walter A. Graves
Managing Editor
Marshall O. Donley, Jr.
Assistant Editor
Dorothy K. Pierce
Editorial Associate

Special contributors to the REPORTER:

Sylvia Brotman ....urban information specialist, Division of Field Services
David H. Foerster ....legislative information editor, Office of Legislation and Federal Relations
Jean O. Heflin ....editorial assistant, Association of Classroom Teachers
Lillian Mahayni .....staff assistant, National Commission on Teacher Education and Professional Standards
Regina B. Parlett .....assistant secretary, Citizenship Committee

Address REPORTER correspondence to: Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postge paid at Washington, D.C., post office.

NEA investigation shows:

South Dakota schools need renaissance

An NEA special investigative committee reported this month that the public school system of South Dakota badly needs a recasting and an infusion of money if students there are to be educated properly. The committee said that "the schools of South Dakota need a renaissance of purpose, awakened interest among citizens, renewed professional zeal, and essential changes in organization and financial support."

The committee's report was released October 11 by the NEA Commission on Professional Rights and Responsibilities.

The investigation was made at the request of the South Dakota Education Association, following confrontations between state government officials and educational organizations, including a march of some 5,000 teachers on the state capitol to urge a renewal and refinancing of the public school system.

One reason for the unrest is the steadily declining outlays for education: the average South Dakota per pupil expenditure in 1957-58 was 97 percent of the national average; it slumped to 83 percent in 1965-66 and to 80 percent in 1967-68.

The wide-ranging report cites some major areas that demand attention, such as deficiencies in curriculums, facilities, and professional staff qualifications. It also singles out wide disparities in the quality of education in school districts of differing size, the larger ones offering superior schooling. Reorganization of school districts and consolidation of some schools was recommended by the committee.

The committee directed its attention to student needs in all age groups, saying that prekindergarten and kindergarten children deserve special attention. Programs designed especially for junior high school pupils should be developed. Educational requirements for high school students, the panel said, fall into two categories: those for college-bound youngsters, and those for students whose formal schooling ends with high school. The committee recommended that curriculums be broadened and developed for both groups.

It also said that the state's public schools "are inadequate in identifying and meeting the educational needs of pupils who drop out of school before graduation." It added that "children with learning and physical disabilities, and adults who require basic education or retraining in order to meet job market qualifications," also were not served.

A further area of criticism was low level of pay for public school teachers: Only two percent of them was paid $7,500 or more in 1967-68. Leaving aside the personal economics involved, the report says, the salary scale militates against career commitment and professional advancement, both unfavorable factors in the school system.

In addition to the educational needs of South Dakota, the committee identified major financial and organizational barriers to the advancement of the public school system.

Finally, the committee said that the South Dakota public schools suffered from a lack of political muscle; weakness and lack of coordination of effort between professional educators and lay groups.

To cure these deficiencies, the committee recommends that citizens and citizen groups in South Dakota support legislative action that would reorganize inefficient school districts, improve financial support, revise educational programs—in general, refurbish the state of the public schools. At the same time the investigators urge that state and other levels of government dealing with education "strengthen their commitment to research and development toward improving public education."

The public school finance plan, the investigative committee charged, is plagued with a number of weaknesses: State aid is low and distributed primarily on a flat grant basis. Therefore, the state school support program does not compensate sufficiently for disparities in local taxing ability; it does not provide for equality of educational opportunity.

Further, the committee said, the school support level at which the state has been aiming ranks at substandard. There is no program of state-local sharing of capital costs, and the state doesn't meet its part of the expense of transporting students to school.

'Youth power'

Student NEA members should have more active voice, committee says

Student NEA members should have power to effect change. They should have a voice in NEA and a chance to give their allegiance to the Association. They should be activists on their campuses and later as teachers in their schools and in their professional associations. They should have a voice in selecting consultants and faculty advisers, both on campus and from professional organizations.

These are the preliminary recommendations of an ad hoc committee which considered the role that should be played by a new advisory board for the Student NEA. The ad hoc committee met at NEA Center early this month. Its recommendations will be transmitted to the NEA Executive Committee through the National Commission on Teacher Education and Professional Standards. The ad hoc committee was set up at the direction of the NEA Executive Committee to consider ways of giving Student NEA increased strength and visibility inside and outside of NEA.

The ad hoc committee also agreed on some of the responsibilities a proposed new Student NEA advisory board should take on, including:

- Formulating a broad program in concert with the Student NEA leadership
- Reviewing, with the Student NEA executive committee and staff, the existing Student NEA policies and program, and recommending necessary changes
- Working for greater financial support from NEA for student-developed programs
- Helping to bring about Student NEA participation in NEA decision-making processes
- Providing to the Student NEA leadership information on issues relevant to education which may affect Student NEA policies and program.

NEA Convention dates changed

The NEA Board of Directors last week changed the dates of the 1969 NEA Convention in Philadelphia. Once scheduled to begin on Sunday, June 29, the Convention will now begin on Monday, June 30, and run through Saturday, July 5.

The Board action was taken to ensure that sufficient hotel space will be available from the start of the Convention.

Head start for NEA's job locator

NEA's centralized job-locator service, NEA*SEARCH, will begin its matching processes three months earlier this year when it launches its third cycle of operation in January rather than March. This year the service will utilize NEA's new large computer, eliminating the former need to contract computer time through an outside data-processing firm.

"These two factors alone," says NEA*SEARCH Director Osborne A. Payne, "will improve service tremendously. And, the addition this year of administrators, school psychologists, school nurses, and adult education personnel to the list of eligible registrants will broaden the scope of service to cover virtually all elementary and secondary school professional positions."

In the matching year now coming to a close, according to Mr. Payne, more than 20,000 matches were found for almost 8,000 registered teachers. However, employers had requested nearly 35,000 names. The NEA*SEARCH staff is now working to build up the candidate file for the year starting January 1.

Form T (for registrants) will appear in the November 8 issue of the NEA REPORTER, and a special rate will be offered candidates who register through December 31.

Lower voting age pushed in Nebraska and Hawaii

Helping the campaign to lower the voting age in Nebraska and Hawaii is the short-range goal of an NEA inter-unit staff committee on implementing NEA Resolution 68-37, Voting at Eighteen. A constitutional amendment on Nebraska's ballot November 5 would lower the voting age from 21 to 19; a proposed new constitution in Hawaii, which voters will accept or reject as a package, would give the franchise at 18 rather than 20.

The staff committee, chaired by Dirck W. Brown, Student NEA director, believes that success in these two states would give a push forward to the concept of young adult voting, and would help implement the longer-range goals of the committee: passage of a Constitutional amendment (which has already been presented to the Congress) and/or state-by-state lowering of the voting age by the legislatures.

In the formation stages is an NEA-coordinated coalition of other organizations committed to giving the vote to young adults. An organization meeting will be scheduled shortly. The staff committee is also preparing a brochure for use by teachers and others to promote the cause.

Status of major federal education bills at session's end

NINETIETH CONGRESS—SECOND SESSION

Bill	House	Senate	Major Provisions
General Education Assistance Act of 1968 S 3400 HR 16939	Pending in subcommittee	Pending in subcommittee	NEA bill to authorize payments of $100 per school-age child to the states (about $6 billion starting in fiscal 1970). At least 50% of funds to be used to increase teacher salaries; remainder to be allocated by state education agencies to local districts to meet "urgent needs."
Higher Education Amendments S 3769	Signed by President October 16		Extends NDEA, Higher Education Facilities Act, Higher Education Act of 1965; creates "Networks for Knowledge"; provides public service education.
Sea Grant Colleges HR 13781	Signed by President August 11 PL 90-477		Continues funding of sea grant colleges and ocean exploration.
Vocational Education Amendments HR 18366	Signed by President October 16		Consolidates and improves existing vocational programs; provides statewide matching of federal funds, instead of matching by separate categories; creates a separate program for homemaking education; provides for advance funding.
Manpower Development and Training Amendments S 2938	Cleared for White House October 10		Extends Manpower Development Training Act programs for 3 years with "open-ended" authorization.
Vocational Rehabilitation Amendments HR 16819	Signed by President July 7 Public Law 90-407		Extends and broadens scope of goods and services for the handicapped.
Judicial Review S 3	Hearings completed	Passed April 11, 1967	Permits court tests of constitutionality of federal aid legislation.
Medicare for Teachers HR 294 et al. S 1071	Pending in committee	Pending in committee	Extends Medicare coverage to 700,000 teachers not presently included.
Retirement Income Tax Credit HR 16215	Pending in committee		Increases tax credit on retirement income for persons not covered by Social Security.
Housing and Urban Development Act HR 17989	Signed by President August 1 Public Law 90-448		Provides broad public-private plan for rebuilding the residential hearts of large and small cities, including educational facilities.
Juvenile Delinquency Prevention and Control HR 12120	Signed by President July 31 Public Law 90-445		Provides preventive and rehabilitative centers and services.
Balance of Payments Travel Tax Proposal HR 16241	Passed April 4	Pending in committee	Administration proposal would tax foreign travel and reduce duty-free exemptions; House imposed 5% tax on overseas fares and reduced duty-free exemption from $100 to $10.
Civil Rights Act HR 2516	Signed by President April 11 Public Law 90-284		Forbids discrimination in housing; prohibits interference with civil rights including right to educational pursuits.
Copyright Revision HR 2512 S 597	Passed April 11, 1967	To be reintroduced next year	Complete revision of 1909 statute; stalled in Senate over technologically innovative materials.
Copyright Extension S.J. Res. 172	Signed by President July 23 Public Law 90-416		Extends duration of copyright extension in certain cases.
Arts and Humanities Foundation Amendments HR 11308	Signed by President June 18 Public Law 90-348		Extends the National Foundation on the Arts and Humanities for two years with an authorization of $47.5 million; permits Endowment for the Arts to make grants to individuals "of exceptional talent."
National Science Foundation HR 5404	Signed by President July 18 Public Law 90-407		Includes social science activities in NSF program.
Independent Offices Appropriations FY 1969 HR 17023	Signed by President October 4 Public Law 90-550		Provides funds for Model Cities and Rent Supplements.
Labor-HEW Appropriations FY 1969 HR 18037	Signed by President October 11 Public Law 90-557		Includes operating funds for U.S. Office of Education programs.
1969 Supplemental Appropriations HR 20300	Cleared for White House October 12		Contains $5 million to initiate the Juvenile Delinquency Prevention and Control Act of 1968; scholarship aid for Indian college students; $1 million to initiate Handicapped Children's Early Education Assistance Act.
Metric System HR 3136	Signed by President August 8 Public Law 90-472		Authorizes the Secretary of Commerce to make a study to determine the advantages and disadvantages of increased use of the metric system in the United States.
NEA Charter Revision S 2628	Committee action due	Passed June 28	Amends NEA Charter to transfer powers of Board of Trustees to the Executive Committee.
Handicapped Children's Early Education Assistance Act HR 18763	Signed by President September 30 Public Law 90-538		Three-year $23 million program to encourage pre-school and early education of handicapped children by creating 75 to 100 model centers.

'Virtually complete overhaul'

Congress revamps vocational education laws

Congress has approved a sweeping reform of federal laws supporting vocational education. On October 16, the President signed into law the Vocational Education Amendments of 1968 (HR 18366).

John M. Lumley, NEA assistant executive secretary for legislation and federal relations, called the new measure "a virtually complete overhaul" of existing programs in this field. "If adequately funded," Dr. Lumley said, "this new program will benefit vast numbers of youth not bound for college and enhance the employability of undereducated adults."

Authors of the legislation emphasized training and study at the secondary and postsecondary level to meet the evergrowing demands of an increasingly complex technology. They also see the legislation as an instrument in elimination of rural poverty, school dropout incidence, dense pockets of unemployability and underemployability, and manpower shortages.

The bill consolidates and improves existing vocational programs such as the Smith-Hughes, George-Barden, and 1963 Vocational Education Acts. It authorizes funding for the comprehensive sections on a permanent basis. The bill raises the authorization for fiscal 1969 from $225 million to $355 million, with increases leveling off at $565 million in fiscal 1973.

In other key provisions, the bill authorizes:

- $40 million for special programs for the disadvantaged for FY 1969 and FY 1970
- $35 million for continuation of the vocational education work-study program through FY 1970
- $15 million for exemplary programs for FY 1969; a four-year authorization rising to $75 million in FY 1972
- $20 million for cooperative vocational education programs for FY 1969; a four-year authorization rising to $75 million in FY 1972
- $25 million for demonstration residential schools; a four-year authorization rising to $35 million in FY 1972
- $15 million for a state grant residential school program for FY 1969 and FY 1970
- A two-year state grant program financing construction of residential and other vocational educational facilities.
- $7 million for curriculum development for FY 1969; $10 million for FY 1970
- $25 million for consumer and homemaking education for FY 1970; a three-year authorization rising to $50 million for FY 1972.

The bill also amends the Education Professions Development Act to provide training and development programs for vocational educational personnel. For leadership development, for exchange programs, institutes, and in-service education, $25 million is authorized for FY 1969, $35 million for FY 1970.

One-tenth of the comprehensive state grant funds is earmarked for research and training, with one-half reserved to the U.S. Commissioner of Education.

Dollar-for-dollar state matching is maintained for comprehensive programs; but there are special provisions for new programs in those school districts that cannot afford to pay their share.

A permanent National Advisory Council on Vocational Education is established, as well as mandatory state advisory councils to advise state boards on state plans, to evaluate programs, and recommend changes.

State plans are required to set forth a long-range program plan with objectives for meeting state needs, as well as an annual program plan describing allocation of funds at all levels.

A controversial provision, added by the Senate, exempts all federal education programs from the $6 billion spending cut ordered by Congress. This provision requires that funds appropriated for education shall remain available for obligation through the fiscal year for which they are appropriated.

In addition, the bill requires the U.S. Commissioner of Education to make a study of means by which the Job Corps can be transferred from OEO to the residential vocational schools; prohibits states from deducting funds from their state aid appropriations equal in amount to their PL 874 (impacted area) allotments; requires a Presidential study of the advisability of transferring Head Start from OEO to the U.S. Office of Education, the report due by March, 1969; and directs the U.S. Commissioner to prepare a detailed, complete catalogue of all federal education programs, whether or not they are administered by him.

Nine chosen for ERIC advisory council

Nine educators from across the country have been selected to serve on the Advisory and Policy Council of the newly established ERIC Clearinghouse on Teacher Education. The council is responsible for policy and direction of the Clearinghouse, which is sponsored by three NEA units: American Association of Colleges for Teacher Education, National Commission on Teacher Education and Professional Standards, Association for Student Teaching.

Appointed to the council are: John R. Beery, University of Miami; Oliver Bown, University of Texas at Austin; Robert Bush, Stanford University; Nolan Estes, superintendent of Dallas (Texas) Public Schools; Howard R. Jones, University of Iowa; Margaret Lindsey, Teachers College, Columbia University; Harold E. Mitzel, Pennsylvania State University; F. Robert Paulsen, University of Arizona; and Kevin Ryan, University of Chicago.

Budget items of major interest to educators in Labor-HEW appropriation, fiscal 1969

	REQUEST	APPROPRIATIONS
ELEMENTARY AND SECONDARY EDUCATION		
ESEA Title I (educationally deprived children)	$1,200,000,000	$1,123,127,000
ESEA Title II (school library resources, textbooks)	46,000,000	50,000,000
ESEA Title III (supplementary centers and services)	189,163,000	165,876,000
ESEA Title V (strengthening state education agencies)	35,000,000	29,750,000
ESEA Title VII (programs for bilingual children)	5,000,000	7,500,000
ESEA Title VIII (dropout prevention projects)	30,000,000	5,000,000
NDEA Title III (equipment, minor remodeling)	17,950,000	78,740,000
NDEA Title V (testing, guidance, and counseling)	22,000,000	17,000,000
Program planning and evaluation of ESEA	14,000,000	————
Federally impacted areas (PL 874, operational grants)	395,390,000	505,900,000
Federally impacted areas (PL 815, construction grants)	14,745,000	14,745,000
EDUCATION PROFESSIONS DEVELOPMENT ACTIVITIES		
State grants for recruitment of educational personnel	15,000,000	15,000,000
Development of educational personnel	200,000,000	156,900,000
Program support (advisory committees, evaluation services)	913,000	————
TEACHER CORPS		
Operations and training	31,100,000	20,900,000
HIGHER EDUCATION ACTIVITIES		
Strengthening developing institutions	35,000,000	30,000,000
Colleges of agriculture and mechanical arts	11,950,000	11,950,000
Undergraduate instructional equipment and other resources	14,500,000	14,500,000
Construction		
Public community colleges and technical institutes	67,000,000	50,000,000
Other undergraduate facilities	33,000,000	33,000,000
Graduate facilities	25,577,000	8,000,000
State administration and planning	7,000,000	7,000,000
Technical services	3,557,000	3,557,000
Student Aid		
Educational opportunity grants	158,100,000	124,600,000
Direct loans	193,400,000	192,000,000
Insured loans	109,695,000	76,400,000
Work study programs	145,500,000	139,900,000
Program support	1,320,000	————
VOCATIONAL EDUCATION		
Vocational training under Smith-Hughes, George-Barden, and 1963 Vocational Education acts	256,461,000	248,216,000
Manpower Development and Training Activities	430,328,000	400,000,000
LIBRARIES AND COMMUNITY SERVICES		
Library services	40,709,000	35,000,000
Construction of public libraries	18,185,000	9,185,000
College library resources	25,000,000	25,000,000
Acquisition and cataloguing by Library of Congress	5,500,000	5,500,000
Librarian training	8,250,000	8,250,000
University community service programs	10,000,000	9,500,000
Adult basic education	50,000,000	45,000,000
EDUCATIONAL IMPROVEMENT FOR THE HANDICAPPED		
Preschool and school programs	32,000,000	29,250,000
Teacher education and recruitment	31,000,000	30,000,000
Research and innovative programs	16,900,000	13,850,000
Captioned films for the deaf and media services	4,750,000	4,750,000
BUDGET FOR OTHER PROGRAMS		
Research and training	168,281,000	89,417,000
U.S. Office of Education, salaries and expenses	46,100,000	42,000,000
Civil rights educational activities	14,976,000	10,750,000*
Antipoverty programs	2,180,000,000	1,948,000,000
Educational research and training (special foreign currency program)	4,000,000	1,000,000
Foreign language training and area programs	19,250,000	15,700,000

*In Justice Department appropriation

NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Idaho Education Association	Idaho Public Schools
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Texas State Teachers Association	South San Antonio Independent School District

Teachers and administrators share ideas

Bruce P. Eckman (left), president of the Association of Classroom Teachers, talks with John L. Miller, president of the American Association of School Administrators, during a break in discussion at a meeting of the Joint Commission of ACT and AASA. The meeting, held September 27-28 at NEA Center, focused on issues of concern to the two organizations, including decentralization, evaluation, and professional negotiation.

Teachers-In-Politics specialists warm up

Thomas G. Bush (left), an NEA director from Maryland, talks about teachers in politics with George Jungermann, political expert from Michigan, and Dorothy DaValt, expert in voter registration from Florida. The three were taking part in orientation sessions for TIP specialists last month at NEA Center. The TIP specialists are a reserve corps of voluntary consultants with proven and diverse political skills, available to NEA affiliates through the Citizenship Committee. A description of the new service, and of the 23 specialists now included, may be requested from the Citizenship Committee.

NEA president is TIP keynoter

"There is no room in this business for seatwarmers," NEA President Elizabeth D. Koontz told participants during the Teachers-In-Politics orientation. "We need wise and vigorous action, especially on the political scene, in this time for educational statesmanship." Other parts of the orientation included introducing NEA materials and services and expanding the specialists' human relations skills.

Union rejected

Washington, D.C., secretaries back professional association

The educational secretaries of Washington, D.C., voted this month to support their professional association, an affiliate of the National Association of Educational Secretaries, rather than the local teachers union. NAES is an NEA department.

In announcing the victory for the professional association over the Washington Teachers Union, Ina Campbell, president of the Educational Secretaries of the Nation's Capital, said, "Our members feel increasingly that the union has lost sight of the fact that our purpose is in serving children."

The vote represented the first formal indication of dissatisfaction with the WTU since it won an election over the D.C. Education Association, an NEA affiliate, in April 1967, Mrs. Campbell said.

According to Oreta Norris, NAES executive secretary, there are some 119,978 full-time secretarial and clerical employees in school systems throughout the United States, with 638 employed in the District of Columbia public schools. A 1966-67 survey indicated that the average salary for secretaries and stenographers in public school systems is $4,586, and for clerk-typists and typists, $4,036. In both cases the figures are generally lower than salaries paid to secretarial and clerical employees in private industry.

"Our members are naturally interested in raising their salary scales," Mrs. Norris said, "but our primary purpose is to promote the advancement of education by improving the quality of secretarial service to the schools and communities. Our members feel strongly that they can best do this through professional negotiations with their school administrators, rather than through AFL-CIO supported teachers unions," she said.

Colorado teacher-politicians work for their candidates

Though just recently organized, the Colorado Education Association's Political Action Committee for Education (PACE) helped elect four out of five of the candidates it was pushing in the primary races, and is looking forward to success in the general election next month.

Frank Lynch, new PACE director working out of CEA headquarters, reports that the organization is concentrating on state legislature races at this time. It is commonly recognized that money and man hours contributed by Colorado teachers "made the difference" in at least two of the primary races, says Mr. Lynch. In one county, a "bottom line" candidate was elected, the first of his party with that position on the ballot ever to win. About 100 teachers did extensive canvassing, telephoned, stuffed envelopes, handed out literature, and worked at the polls. Carl Slatt is chairman of the Colorado PACE Steering Committee.

PACE has picked 74 candidates for the general election, splitting endorsements between both parties. Concentrated effort is going into fifteen of the races. Mr. Lynch says he has 28 speaking engagements to fill between now and election day, and teacher money and man hours are being contributed.

CEA has written to Colorado teachers, listing the candidates and asking members to volunteer time for the candidate of their choice. Teachers return their names to CEA headquarters, and these are forwarded to the candidate so that he can follow up.

Southwest Iowa teachers first to use TIP specialist

Southwest District Iowa teachers were the first to take advantage of the new Teachers-In-Politics specialist service of the NEA Citizenship Committee. The Iowa teachers called on the new service just one week after the group of consultants met at NEA Center for orientation.

The TIP specialist, Lawrence S. Shepoiser, former chairman of the NEA Citizenship Committee and consultant to the Wichita, Kansas, board of education, keynoted a September 28 Teachers-In-Politics clinic sponsored by the Iowa State Education Association, Southwest District, in Red Oak. Dr. Shepoiser spent 23 years as teacher and superintendent in Iowa before going to Kansas, and was active there in local and state political party affairs.

The TIP clinic included addresses by William Scherle, Republican incumbent, and Richard Oshlo, the Democratic challenger, candidates for Congress from Iowa's Seventh District. Area candidates for state legislative offices met the clinic participants at a reception and banquet which wound up the meeting.

NEA investigates Oregon schools

A special NEA committee has begun an investigation of Oregon public schools. The investigation, which will focus especially on school financing, is being conducted by NEA's Commission on Professional Rights and Responsibilities at the request of the Orgeon Education Association. OEA said that grave problems face the state in providing quality education for all its children and youth.

A six-member PR&R team began hearings in Portland early this month. Witnesses from many fields of education and from organizations interested in education were heard.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Act of October 23, 1962; Section 4369, Title 39, United States Code)

1. Date of filing: September 30, 1968.
2. Title of publication: NEA Reporter.
3. Frequency of issue: Monthly except August (published twice in September, October, and November).
4. Location of known office of publication: 1201 16th St., N.W., Washington, D.C. 20036.
5. Location of the headquarters or general business offices of the publishers: Same address as above.
6. Names and addresses of publisher, editor, and managing editor:
   Publisher—National Education Association (same address as above).
   Editor—Mildred Sandison Fenner (same address as above).
   Managing Editor—Walter A. Graves (same address as above).
7. OWNER (*If owned by a Corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):*
   National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.
9. For completion by nonprofit organizations authorized to mail at special rates (Section 132.122, Postal Manual): The purpose, function, and nonprofit status of this organization and the exempt status for Federal income tax purposes have not changed during preceding 12 months.
10. Extent and nature of circulation:

	Average No. of Copies Each Issue During Preceding 12 Months	*Actual No. of Copies of Single Issue Published Nearest to Filing Date*
A. Total No. Copies Printed (*Net Press Run*)	1,097,877	1,156,580
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales	———	———
2. Mail Subscriptions	1,074,400	1,129,038
C. Total Paid Circulation	1,074,400	1,129,038
D. Free Distribution (*including samples*) by Mail Carrier or Other Means	19,950	22,777
E. Total Distribution (*Sum of C and D*)	1,094,350	1,151,815
F. Office Use, Left-Over, Unaccounted, Spoiled after printing	3,527	4,765
G. Total (*Sum of E and F—should equal net press run shown in A*)	1,097,877	1,156,580

I certify that the statements made by me above are correct and complete.

Mildred S. Fenner, *Editor*

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

Discovery, Sunday, October 27, ABC-TV, 11:30 a.m. "Iron Horse in Silver Pastures." A ride on an 84-year-old wood-burning locomotive.

21st Century, Sunday, October 27, CBS-TV, 6 p.m. "Surviving in Space." Examines the medical problems involved in space travel. Host is Walter Cronkite.

NBC Monday Night at the Movies, Monday, October 28, NBC-TV, 9 p.m. "Exodus," Part I. The Israeli struggle for independence in the late 1940's. Part II—Tuesday, October 29.

Discovery, Sunday, November 3, ABC-TV, 11:30 a.m. "The World Beneath the Sea." Part I—A visit to the Institute of Marine Science at the University of Miami.
Part II—Sunday, November 10—The invention of submarines, sonar, and scuba gear.

The Eternal Light, Sunday, November 10, NBC-TV, 12:30 a.m. "Cities and Surroundings in the Bible." Mark Van Doren and Maurice Samuel connect events and geographic history of Biblical times.

Magazines

(November issues)

Atlantic—"On Misunderstanding Student Rebels," by Martin Duberman, discusses the increasing antagonism toward the young in our country.

Family Circle—"How To Raise Your Child's I.Q." by Joan Beck. In the formative years of a child's life his I.Q. can be increased by encouraging him to explore, experiment, and try, the author says.

Fortune—"Why Is a Good Man Harder Than Ever To Keep?" by Robert Albroch, tells about job opportunities for college graduates today.

Glamour—"High Risk for Disadvantaged," an article in the College Department Column asks, Are college student programs a risk or benefit to the disadvantaged or to their advantaged classmates?

Look *(October 29)*—"A Liberal Fights for Survival," by George Harris, is a profile of Rep. John Brademas (D-Ind.), who has been dubbed "Mr. Education."

McCall's—"School Library: Study in Equality," by Gladen D. Robbins, dean of education, Moorhead State College, Minnesota.

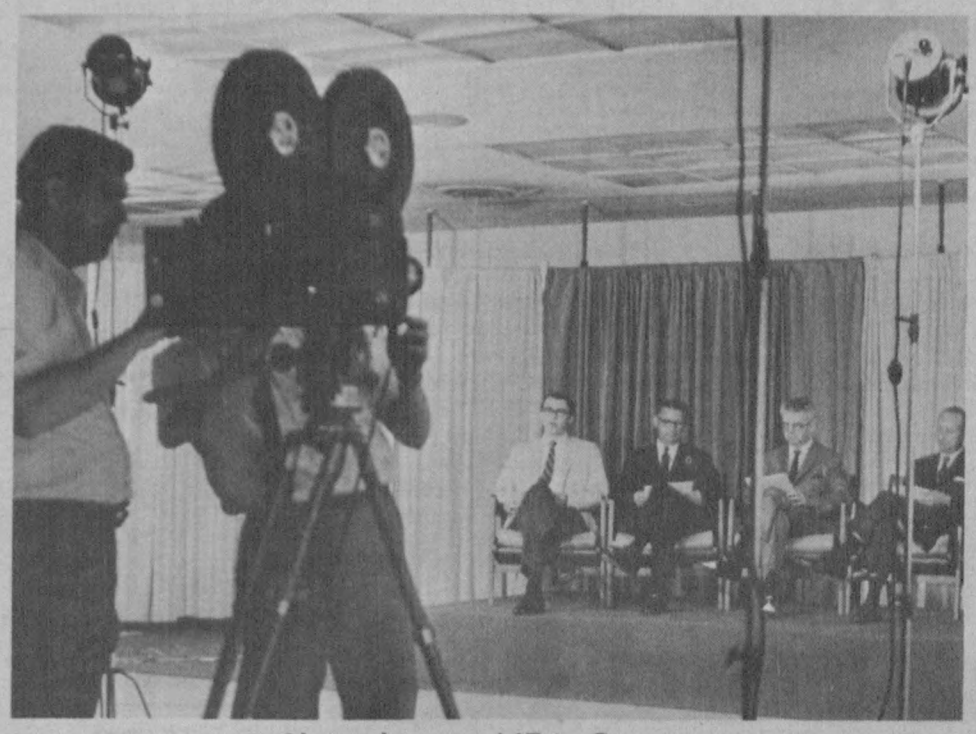
Pace—"The Age of Creative Man," an essay, describes the changes taking place in our world today through the words of analysts of the day, poets, writers, and scientists. "School Will Never Be the Same Again," by Henry Pelham Burn.

Parents' Magazine—"A Nursery School with a Difference," by Grace Weinstein, tells about an experimental nursery school that mixed deaf children with normal children and showed profitable results for the normal and the handicapped child.

Reader's Digest—"The Case for the Rebellious Students," by John Fischer (condensed from *Harper's*).

Saturday Review (October 19)—"The Armed Services as Educator," by James Cass, education editor. "Are Children Born Unequal?" by William H. Boyer and Paul Walsh, professors at the University of Miami.

Industrial arts sessions filmed at NEA Center



Show biz at NEA Center

Education, government, and industry leaders were filmed at NEA Center in August during a two-day Symposium on Industrial Arts Education. The film-making was a joint venture of the American Industrial Arts Association and the Audiovisual Services of NEA's Educational Technology Division. Over 18,000 feet of film was run through the cameras. In addition to the filming, every session of the symposium was tape recorded.

Editing the films

Neal Hall, manager of NEA Audiovisual Services, works on some of the 18,000 feet of film taken during the Symposium on Industrial Arts Education. Watching is Howard S. Decker, executive secretary, American Industrial Arts Association.

The American Industrial Arts Association and the Audiovisual Services of NEA's Educational Technology Division have embarked on a film-making venture that may well bring far-reaching changes in industrial arts education in U.S. public schools.

On August 17-18, about 100 educational leaders from the education profession, government, and industry gathered at NEA Center for a two-day Washington Symposium on Industrial Arts Education. The agenda included such topics as the relationship of industrial arts to occupational/vocational education, alleviating the shortage of industrial arts teachers, and the role of industry.

Many NEA groups contributed to the symposium. Among the outside organizations involved were the American Vocational Association, the American Society of Engineering Education, the Fluid Power Society, the U.S. Office of Education, the Agency for International Development, the Peace Corps, and the National Aeronautics and Space Administration.

Industrial firms currently providing in-service training to industrial arts teachers were also represented, including Go-Power Systems, Addressograph-Multigraph Corp., Simpson Educational Systems, and Rockwell Manufacturing Co., which was a co-sponsor of the symposium.

Educational representatives at the symposium included those from the University of Chicago, Howard University, and the Department of Education of New Jersey.

Because the program was related to industrial arts education, industrial arts leaders from all over the nation also participated. They included 14 state supervisors of industrial arts, 15 teacher educators, and 5 presidents of state industrial arts associations and other classroom teachers.

The task of AIAA and the Educational Technology Division was to film the addresses and discussions of this blue-ribbon group.

At 9 a.m. on August 17, when Neal Hall, manager of Audiovisual Services, stood before the lenses of the three cameras used for the film sessions and banged the clapboards together, every participant in the symposium sessions became a movie actor. During the two-day meeting, over 18,000 feet of film was run through the cameras. The film will be divided into eight one-half-hour film presentations and will be made available to the education profession.

Howard S. Decker, executive secretary of the American Industrial Arts Association, called the symposium "an example of the excellent spirit of cooperation which exists between the NEA, its departments, and its affiliates. A symposium meeting of this kind and the production of so elaborate a film schedule," he said, "is only possible in the education profession through a cooperative effort of the many individuals who make up the NEA family."

"Pinocchio" among TV shows in Teachers Guides

Peter Noone plays Pinocchio and Anita Gillette is the Blue Fairy in NBC's television version of the children's classic to be presented December 8. "Pinocchio" is one of 14 TV shows chosen for this season's Teachers Guides to Television, now available for classroom use. Also included in the guides are three other NBC shows ("Heidi," November 17; "Down to the Sea in Ships," December 11; "White Paper: The Ordeal of the American City," December 30), four ABC shows ("A Sense of Wonder," November 13; "The Scientist," November 29; "Gettysburg," December 2; "The Secret of Michelangelo: Every Man's Dream," December 5), and four CBS shows ("Reptiles & Amphibians," December 3; "Saturday Adoption," December 4; "The Nutcracker," December 20; "Voyage to the Enchanted Isles," January 22). The fall guides will also include material on the November 5 election and the January 20 inauguration TV coverage by all networks. The guides, including a bibliography for each show assembled by the American Library Association, are prepared with the advice of a panel that includes eight NEA and NEA department officials. The guides are available ($1 per semester) from Teachers Guides to Television, P.O. Box 564, Lenox Hill Station, New York, N.Y. 10021. All orders under $10 must be accompanied by payment.

Holiday bargains

Special discount book offer open to association members

For the second consecutive year, NEA's Special Services Division is making available to members a special selection of books at a discount rate. The selections—current favorites of book lovers and reviewers throughout the nation—are offered at great savings for all NEA members who are also members, if eligible, of their state and local associations.

The majority of titles listed are new ones which have widespread interest. By popular demand, some titles from last year's list have been included again. None of the books is a remainder, discard, or "special edition."

The special offer is being made again in October to give members the same opportunity to place orders in time for holiday giving, Arnold W. Wolpert, director of the Special Services Division, said this week. "Those members who ordered books last year were pleased with the prompt service," he said. "With Christmas just around the corner, members can save time and money by taking advantage of this program. They are sure to find a gift that will interest almost everyone on their shopping list."

The form at right is designed to expedite orders. To use it, merely circle the number of the book(s) you want and send your order to NEA Book Purchase, 1156 15th Street, N.W., Washington, D.C. 20005. Checks should be made payable to "NEA Book Purchase." Because of the large discount, it is necessary to require a minimum order of $5 and to charge 25¢ per order for handling and postage.

Order Form for NEA Book Purchase Offer
Minimum order $5

TO: NEA Book Purchase
1156 15th Street, N.W.
Washington, D.C. 20005

R1068

Please send me the books circled below:

12	13	55	63	65	69	70	79	81	82
83	84	85	86	87	88	89	90	92	96
98	99	100	101	102	108	109	110	117	118
120	122	123	126	127	132	133	137	138	140
142	144	145	146	147	148	151	152	153	

I have added 25c for postage and handling. My check (money order) is enclosed for $_____

Make checks payable to "NEA Book Purchase"

I am an NEA member _____yes _____no

I am a state association member _____yes _____not eligible

I am a local association member _____yes _____not eligible.

NAME (please print) _____

Address _____ Apt. No._____

City _____ State _____ Zip Code_____

cut here and mail

GENERAL INTEREST

122. THE ESSENCE OF SECURITY by Robert S. McNamara. In seven years as Secretary of Defense, Mr. McNamara was at the head of the most powerful military complex in the world. This book is his invitation to ponder the implications of vast power and international security.
Reg. $4.95 Your price $3.75

145. NO EASY VICTORIES by John Gardner. The author of *Excellence* and *Self-Renewal*, and former HEW Secretary translates into the brutally practical arena of day-to-day decision making recommendations for correct action which have influenced so wide a public.
Reg. $4.95 Your price $3.75

144. THE REVOLUTION OF HOPE by Erich Fromm. Very much in the style of *The Art of Loving*, Dr. Fromm writes of hope as a revolutionary force with the power to transform human existence, hope as an alternative to alienation.
Reg. $5.95 Your price $4.50

146. MADAME DE POMPADOUR by Nancy Mitford. "High rouged, unfortunate female," said Carlyle of Madame de Pompadour, "of whom it is not proper to speak without necessity." The author of *The Sun King* speaks about Louis XV's mistress in detail. Superbly illustrated.
Reg. $15 Your price..$11.25

147. THE SUN KING by Nancy Mitford. Illustrated.
Reg. $15 Your price $11.25

148. NEW YORK TIMES GUIDE TO PERSONAL FINANCE by Sal Nuccio. A fine family reference book. Paperback.
Reg. $1.95 Your price $1.49

151. FLOATING ISLAND by Emily Kimbrough. Adventures and misadventures on a barge trip through the canals of France.
Reg. $5.95 Your price $4.50

152. BENNETT CERF'S TREASURY OF ATROCIOUS PUNS, edited by Bennett Cerf. An illustrated, awe-inspiring collection by the distinguished publisher, author, lecturer, and TV personality.
Reg. $3.95 Your price $2.95

153. THE FIRST CIRCLE by Aleksandr I. Solzhenitsyn. A panoramic novel of consummate literary power by a writer who is regarded by most Russians as their greatest literary talent today. Its basic theme is the response of individuals to a dehumanizing totalitarian system, in which some discover truth, reality—and themselves—within that system, while others are victimized.
Reg. $10 Your price $7.50

SPECIAL INTEREST

55. LOST TOWNS AND ROADS OF AMERICA (rev. ed.) by J. R. Humphries. The superhighway has cut off many towns and backroads from the mainstream. This vivid and magnificently illustrated book is an invitation to explore an America scarcely altered by the modern world.
Reg. $6.95 Your price $5.25

12. COMMON STOCKS AND UNCOMMON PROFITS by Philip A. Fisher, foreword by Jeremy C. Jenks. The author compares his results on eighteen stocks with the Dow-Jones industrial average. He tells the reader to "forget all the Wall Street mumbo jumbo," and gives "the fifteen points to look for in a common stock."
Reg. $4.95 Your price $3.75

13. GROWTH OPPORTUNITIES IN COMMON STOCKS by Winthrop Knowlton. Succinct, level-headed guidance veering to the conservative edge of long-term aggressive planning and strategy for the relatively inexperienced common stock investor.
Reg. $4.95 Your price $3.75

137. THE BOGEY MAN by George Plimpton. Having made his mark in professional baseball (*Out of My League*) and football (*Paper Lion*), George Plimpton decided to tackle big-time golf as a participating amateur in three tournaments—all in a period of three weeks. A host of anecdotes.
Reg. $5.95 Your price $4.50

138. THE SPORTSMAN'S COMPANION, edited by Lee Wulff. A compendium of advice on how to identify, stalk, fish, and hunt for North American fish and game. This book offers detailed information on equipment, camping, and various other matters of interest to the sportsman. A most complete reference work.
Reg. $11.95 Your price $8.95

140. MEXICO: A HISTORY IN ART by Bradley Smith. The entire panorama of Mexican history, from prehistoric times to the present, is here revealed through its works of art—paintings, murals, sculpture, and illuminated manuscripts. An unparalleled treasure for art lovers.
Reg $30 Your price $18.75

69. HOW TO DO YOUR OWN WOOD FINISHING by Jackson Hand. Everything from restoring a damaged surface to refinishing an antique. The book also explains how to use novelty finishes, glazes, and the special techniques for outdoor furniture, musical instruments, metal surfaces, and wood floors. Illustrated.
Reg. $3.75 Your price $2.95

70. THE NEW YORK TIMES COOKBOOK, edited by Craig Claiborne. An excellent standard cookbook consisting of 1,500 recipes tested in the *New York Times* kitchen. A superior production. Illustrated.
Reg. $9.95 Your price $7.50

63. THAT TREMENDOUS LOVE, compiled and edited by Fulton J. Sheen. 225 selections on topics which preoccupy all of us, are all by world-renowned writers. An ideal gift. Boxed, bound in red moire.
Reg. $4.95 Your price $3.75

65. HARPER'S BIBLE DICTIONARY (7th edition) by Madeleine S. Miller and J. Lane. Illustrated with 424 halftones, 108 line drawings, 16 pages of historical maps. This can be used with both the King James and Revised Standard Versions. More than 3,015 entries.
Reg. $9.95 Your price $7.50

132. THE PARABLES OF PEANUTS by Robert L. Short. This book "argues not only amusingly but also convincingly that Peanuts indeed has intentional theological significance" (*Time* magazine).
Reg. $4.95 Your price $3.75

133. THE PARABLES OF PEANUTS (Paperbound).
Reg. $1.95 Your price $1.49

127. THE TREASURE CHEST, compiled by Charles L. Walter. A heritage album containing 1,064 familiar and inspirational quotations, poems, sentiments, and prayers from the great minds of 2,500 years. Beautifully gift bound and boxed.
Reg. $4.95 Your price $3.75

FOR YOUNG READERS

89. CHARLOTTE'S WEB by E. B. White. Pictures by Garth Williams. This classic story is loved by all people, regardless of age. It is the story of a little girl named Fern who loved a little pig named Wilbur and of Wilbur's dear friend Charlotte A. Cavatica, a beautiful, large grey spider who lived with Wilbur in the barn.
Reg. $3.95 Your price $2.95

90. STUART LITTLE by E. B. White. Pictures by Garth Williams. The first children's book by this distinguished writer. It has remained a classic. Stuart Little, a debonair mouse, is small in size only; he has the adventurousness, the great purpose, and the indomitable spirit of a heroic figure.
Reg. $3.50 Your price $2.65

79. LITTLE BEAR by Elsie Holmelund Minark. Pictures by Maurice Sendak. This is a book acclaimed by teachers everywhere.
Reg. $2.50 Your price $1.89

Little House Books by Laura Wilder
81. BY THE SHORES OF SILVER LAKE
82. FARMER BOY
83. LITTLE HOUSE IN THE BIG WOODS
84. LITTLE HOUSE ON THE PRAIRIE
85 LITTLE TOWN ON THE PRAIRIE
86. LONG WINTER
87. ON THE BANKS OF PLUM CREEK
88. THESE HAPPY GOLDEN YEARS
Reg. $3.50 ea.-Your price $2.65

126. GOODNIGHT MOON by Margaret Wise Brown. This beautifully gentle and lulling text with warm pictures is perfect for the end of a child's day.
Reg. $2.95 Your price $2.25

PROFESSIONAL

96. REVOLUTION IN LEARNING, Quickening Intelligence from Birth to Six, by Maya Pines. This is the first report on the cognitive approach, which advocates stimulating children intellectually during their earliest years.
Reg. $5.95 Your price $4.50

120. DICTIONARY OF CLASSICAL MYTHOLOGY by J. E. Zimmerman. Without a knowledge of mythology, a good deal of English literature remains incomprehensible. This book identifies and tells the stories of 2,000 Greek and Roman mythological characters.
Reg. $4.95 Your price $3.75

100. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. First Series, edited by Frank N. Magill. Short, readable summaries of 510 of the world's best novels, plays, tales, and epics. Widely useful to teachers and students in making studies of literary forms, in comparative literature, etc.
Reg. $9.95 Your price $7.50

101. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. Second series.
Reg. $11.95 Your price $8.95

102. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. Third series.
Reg. $11.95 Your price $8.95

123. MASTERPIECES OF WORLD LITERATURE IN DIGEST FORM. 4th Series.
Reg. $11.95 Your price $8.95

117. ENCYCLOPEDIA OF AMERICAN HISTORY by Richard B. Morris and Henry Steele Commager (updated and revised).
Reg. $9.95 Your price $7.50

98. DICTIONARY OF WORD AND PHRASE ORIGINS. Vol. I, by William and Mary Morris. Stories behind 3,000 everyday words and expressions.
Reg. $6.95 Your price $5.25

99. DICTIONARY OF WORD AND PHRASE ORIGINS. Vol. II.
Reg. $7.50 Your price $5.65

108. YOUTH: THE YEARS FROM TEN TO SIXTEEN by Arnold Gesell, M.D., Frances L. Ilg, M.D., Louise B. Ames, Ph.D., Gesell Institute of Child Development. This book is based upon firsthand studies of a selected group of normal adolescents. It traces the development of behavior in the home, school, and community.
Reg. $6.95 Your price $5.25

109. THE CHILD FROM FIVE TO TEN by Arnold Gesell, M.D., and Frances L. Ilg, M.D. Each of the years in a child's life from five to ten have distinctive behavior characteristics. This book is invaluable to those who share in the responsibility for the welfare of children.
Reg. $7.95 Your price $5.95

110. PREDICTING READING FAILURE by K. de Hirsch, J. Jansky, W. Langford. This book is the result of 20 years of clinical research. It discusses learning problems which have increasingly troubled educators and offers a specific diagnostic instrument for identifying at preschool age those intelligent children who may run into academic difficulties later on.
Reg. $5.95 Your price $4.50

118. THE PUBLIC SPEAKER'S TREASURE CHEST by H. V. Prochnow. A compendium of source material to make your speech sparkle. 1,069 jokes, 539 witticisms and epigrams, 233 amusing definitions, 109 famous lives, 1,313 quotations, 319 similies, 174 colorful phrases, 299 Bible quotations, 350 proverbs.
Reg. $5.95 Your price $4.50

92. THE SENSE OF WONDER by Rachel Carson, with photographs by Charles Pratt and others. "An eloquent plea for parents to rekindle their own feeling for nature and help children use all their senses as avenues of delight and discovery," says the *New York Times*. In oversize paperback.
Reg. $2.50 Your price $1.89

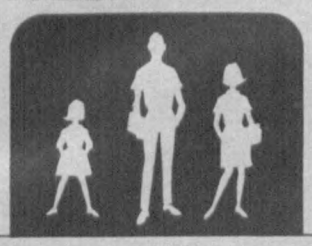
142. THE AMERICAN UNIVERSITY: How It Runs, Where It Is Going, by Jacques Barzun. By the author of the 1945 best-seller, *Teacher in America*.
Reg. $7.95 Your price $5.95

nea reporter

Published by the National Education Association

Vol. 7, No. 12 | November 8, 1968 | Washington, D.C.

AMERICAN EDUCATION WEEK NOVEMBER 10-16



AEW DAILY TOPICS
November 10-16

America Has a Good Thing Going—Its Schools

Schools that:

SUNDAY NOVEMBER 10
Stimulate Moral and Spiritual Values

MONDAY NOVEMBER 11
Strengthen the Nation (Veteran's Day)

TUESDAY NOVEMBER 12
Aspire to Quality Teaching

WEDNESDAY NOVEMBER 13
Provide Equal Opportunity

THURSDAY NOVEMBER 14
Foster Life Long Learning

FRIDAY NOVEMBER 15
Promote Economic Prosperity

SATURDAY NOVEMBER 16
Strive for Healthy Personality Development

Unanimous action

Classroom Teachers strongly back NEA rejection of union merger talks

The Association of Classroom Teachers has expressed strong approval of NEA's action last month declining an invitation by the American Federation of Teachers, AFL-CIO, to discuss merger. ACT President Bruce P. Eckman, a Portland, Orgeon, teacher, said in a statement unanimously approved by the ACT executive committee that his organization "vigorously applauds" the NEA position.

NEA President Elizabeth D. Koontz telegraphed NEA's response to the teachers union on October 11.

In her response, the NEA President made clear that every avenue of access to membership in NEA is open to all educators or groups of educators who want to join, without discrimination and regardless of previous affiliations. She urged all teachers to consider this commitment to unity. However, she added, the disadvantages of a national organizational merger for NEA and its members far outweigh the advantages.

She also pointed out that union programs are either nonexistent or compare unfavorably to the strong and effective program of NEA and its affiliates in the areas of instruction, human relations, minority and civil rights of teachers, research, and legislation.

The Association of Classroom Teachers statement said:

"ACT believes that the National Education Association, undergirded by its department, the Association of Classroom Teachers, produces an alliance of teachers with one common objective, free and independent to make the decisions and policies which determine their own destiny.

"ACT joins with the NEA in extending an open invitation to all teachers to join this truly representative organization of teachers so that the profession can move forward more vigorously on the great issues facing education today."

State association hits Philadelphia test plan

The Pennsylvania State Education Association has denounced the testing program used for the selection and promotion of teachers in the Philadelphia public school system and questions whether or not the "locally constructed examinations either measure the knowledge and abilities required in promotional positions or are procedurally impartial to applicants."

Findings of a PSEA special investigation committee and recommendations for improvements were announced last month. The investigation was made at the request of the Philadelphia City Education Association, after 300 school administrators were dismissed in the city in what was termed an economy move. The investigative committee was appointed by the PSEA Professional Rights and Responsibilities Commission.

The committee found instances of persons ineligible to take examinations being tested and eventually awarded promotional positions, ambiguity regarding what constitutes an oral examination or an interview, lack of standardization of oral examinations, questionable examining committees, and little or no communication procedures or public information about the testing program.

Under such circumstances, the report states, "continued use of the tests becomes a futile exercise in hypocrisy . . . and the examinations may only be a facade for placing favorites in promotional positions."

The report makes a series of specific recommendations to rectify the situation. It urges that, in personnel examination, written essay examinations be replaced by objective-type tests. It says that oral examinations should be replaced by situational-type tests which involve the applicant's behavior under work-related conditions.

In addition, the report recommends that the Philadelphia public school's personnel and testing departments be thoroughly reorganized.

PSEA President Joe Standa said the PSEA's PR&R Commission would hear monthly reports and will stand by if follow-up action is required. NEA is also prepared to assist with an escalated investigation if necessary.

Youngstown association wins election

Youngstown, Ohio, school teachers voted overwhelmingly October 22 to continue the Youngstown Education Association as their negotiating organization. YEA, an affiliate of the Ohio Education Association, received about 88 percent of the 1,018 votes cast. The election was called after the board of education terminated a previous agreement with YEA.

The Youngstown Federation of Teachers, AFL-CIO, had said it would boycott the election and requested that its name not appear on the ballot. Despite the "boycott," 88.5 percent of the eligible teachers and administrators in the school system voted.

The outcome means the YEA will be the sole bargaining agent for the city's public school teachers until January 1972.

Three choices were on the ballot—YEA, "no organization," and "other organization." YEA received 889 votes, "no organization" 54, and "other organization" 5.

NEA Convention, 1969:
June 30-July 5
Philadelphia

$1.778 billion

Congress approves antipoverty funding

Amid continued investigations by the Senate Judiciary Committee into controversial Office of Economic Opportunity projects, Congress last month appropriated a healthy $1.778 billion for the antipoverty agency for fiscal 1969 in the Labor-HEW appropriation bill.

Although the total was about $300 million below the Administration request, it was an increase of $170 million above last year's program levels. The increase came at a time when many U.S. Office of Education programs were held to fiscal year 1968 levels or cut back. USOE's own "antipoverty" program—aid to disadvantaged students under Title I of ESEA—was cut by $68 million.

The budget request for OEO's widely approved Head Start program was cut only slightly, allowing OEO to continue operating at 1968 levels. Follow Through funding was increased to allow initiation of new three-year projects as well as continuation of ongoing ones.

The Vocational Education Amendments of 1968 require the President to study the question of transferring Head Start to the Office of Education, and report to Congress by March 1, 1969.

The OEO programs—budget request and fiscal 1969 appropriation—follow. (Program allocations are subject to revision by the Bureau of the Budget.)

	Request	Appropriation
Head Start	$330,000,000	$318,000,000
Follow Through	50,000,000	30,000,000
Job Corps	295,000,000	280,000,000
School and summer programs	209,000,000	171,400,000
Comprehensive employment programs	521,000,000	443,200,000
Work Experience	20,000,000	10,000,000
Volunteers in Service to America	32,000,000	32,000,000

Delaware alert

The board of directors of the Delaware State Education Association has unanimously agreed to maintain for "at least the balance of this calendar year" the sanction alert imposed by the association a year ago. The action was taken at the board's September meeting as an "indication of dissatisfaction with state support to education."

The alert was imposed last year because of DSEA dissatisfaction with the state legislature, which failed to pass an effective teacher-pay bill. Some gains in education were made during the last year, according to Fred Thomas, DSEA president, "but a number of proposals were not acted upon."

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Remaking the Education Profession

Teachers have been striving for years to achieve the kinds of status, effectiveness, and compensation that would make teaching a high-prestige profession. The goal, of course, is two-fold—the improvement of education and the improvement of the profession.

It appears now that teachers are attaining the political know-how to make welfare gains, but will educators be able to keep professional and welfare progress in balance?

If all teachers continue to be regarded as essentially equal, there seems little chance that education can become comparable in prestige and distinction to other senior professions. Unless responsibility becomes more precisely differentiated, unless function, training, and teaching expertise are more clearly defined, recognized, and rewarded, a senior profession will not be realized.

The education profession cannot be *remade* without public support and professional will. These conditions now prevail. We believe it is now possible to *remake* the education profession.

One promising thrust in the remaking process is the effort under way to differentiate teaching roles—to find ways for personnel to seek roles in schools in order to capitalize on their talent, training, skill, and motivation. Differentiating teaching roles means re-examining not only teacher roles but also the roles of special service personnel, subject matter specialists, administrators, subprofessionals and nonprofessionals such as teacher aides, student teachers, and interns, and other professionals and craftsmen.

Merely differentiating teaching roles is not enough. A more flexible and productive use of time, space, environment, and resources is equally important. In addition, reasonable conditions of work and teacher participation in decision making are essential to quality professional service. The differentiated staff concept, however, provides a good starting place in the remaking process because it establishes an arrangement of personnel which recognizes some of the essential professional characteristics which teaching has lacked. It provides an opportunity to structure a school faculty so that personnel are encouraged to proceed with their own professional training and development in preparation for increased responsibility and status with accompanying increases in compensation. It establishes a career pattern, making senior professional status attainable without leaving teaching. It makes professional development an integral part of the professional life of the practitioner. Most important, it provides a staff organization which can break the rigidity of school schedules and the lockstep of each teacher being assigned classes of students as the predominant mode of instruction.

Differentiating teaching roles also makes it possible to deal more effectively with the realities of the available manpower. For example, the beginner and the teacher who returns to practice after an extended absence can seek roles ancillary to senior career practitioners—which should remedy some of the strains and problems of induction and re-entry. Differentiated staffing can also provide more appropriate roles for women who wish to divide their energies between careers as teacher and homemaker.

The challenge in differentiating teaching roles lies in determining what such roles might be. We advocate no single model for differentiation. All schools should have unique purposes if they hope to provide for particular school populations, and patterns of differentiation should be based on these purposes. One structure for models is a vertical differentiation determined by degree of difficulty of the teaching task. Teaching may also be differentiated horizontally, recognizing different roles of similar difficulty. Many other models are possible.

The differentiated staff concept is clearly *not* another form of merit pay. It equates significance of responsibility, level of training, and experience with compensation. Different levels of responsibility for teachers are based on the nature of the teaching tasks and not on added administrative assignments.

This is not a way to save money or to smuggle auxiliary personnel into teaching. It is a way to offer more possibilities in teaching assignments, to free certified teachers from unnecessary nonprofessional jobs, and to use a greater variety of nonprofessional, technical, and professional staff in productive ways.

Some professionals may resist the differentiated staff idea because the self-contained classroom, a 25:1 student-teacher ratio, and the security of specific assignment, time, and space arrangements have been over-institutionalized. We hope that teachers will want to take an experimental attitude, that new models of differentiated staffing start with teachers who want to try it, and that the merits of the concept will be viewed in terms of value to students and to the profession. We recommend that teachers negotiate the agreements necessary for establishing new staffing patterns, including provisions for in-service training to assume new roles. It may also be important to agree on a grandfather clause to protect those teachers who want to complete their careers in the more standard staffing pattern.

The ideas and the opportunities to try are here. Our hope is that the profession will take the lead in moving this promising idea ahead.

—Roy A. Edelfelt, executive secretary, National Commission on Teacher Education and Professional Standards.

[A special feature on differentiated staffing will appear in the December issue of *Today's Education: NEA Journal.*]

A state buys advice and learns:

To ensure economic growth, invest in teachers

During the past year, South Carolina has been the subject of concentrated study. Though the two major groups involved in the exhaustive surveys approached their task from different vantage points, both arrived at conclusions so similar as to almost duplicate each other.

Assisted by the NEA, the South Carolina Education Association conducted a comprehensive study focused squarely on the current status of schools and colleges, what was happening and not happening in all areas of educational services, and what was required to correct statewide educational deficiencies. Meanwhile, the state's governor commissioned two out-of-state companies, a New York City investment adviser's firm and a Boulder, Colorado, research firm, to conduct a study focused on producing recommendations designed to stimulate South Carolina's economic growth.

The resultant reports complemented and supplemented each other in many respects, but where education was concerned they did not deviate at all.

The message that came through loud and clear was that if South Carolina hoped to enter the mainstream of the nation's economic life, a massive investment in education must be made without delay. And, if the state's educational gap is to be closed and its human resources are to be developed, the major part of that investment should be channeled immediately into teachers' salaries.

Noting that "the quality of a teaching staff is closely tied to its salary level," the massive 450-page report commissioned by the governor pointed specifically to NEA's teacher-salary goal of $8,000 to $16,000 for the 1960's and the urgency of the state's instituting a crash program in order to reach the NEA goal as quickly as possible. The teacher salary recommendation was in full agreement with the recommendations on this subject in the NEA-SCEA report.

The comprehensive NEA-SCEA report, released in two parts, was designed to be a direct report to the people of South Carolina. Part I focuses on the actual status of educational programs at all school levels and in all subject matter areas. Each description was accompanied by a carefully spelled out statement on what should actually be happening and how current services fell short. Part II focuses on specific measures required to correct statewide educational deficiencies from preschool through university services for students and preservice through in-service preparation for teachers, and also dwells on staffing and salary needs as well as available resources for the requisite revenues.

Upon its release, the report commissioned by the governor immediately won SCEA's support. Currently, SCEA has employed a public relations firm to assist it in conducting a massive educational campaign to spread the word. Speakers bureaus are being formed, a billboard program is under way, TV and radio spots and special programs have been designed, and a vast variety of civic-minded citizens are joining in the SCEA effort.

South Carolina's governor, meanwhile, has asked the legislature for a blanket endorsement of the report he commissioned. Of course, unanimity in any legislature cannot realistically be expected. Thus, SCEA's massive public relations campaign is designed to win popular support for positive legislative action this year.

Among the state's educational deficiencies, spelled out and carefully documented, were these: South Carolina high schools now graduate less than half the number of pupils who entered first grade 12 years before, and of those who do graduate from high school, less than one-third go on to higher education. Nationally, two-thirds of elementary school pupils graduate from high school, and more than half those graduates go on to college. In effect, therefore, South Carolina is sending less than one-sixth of its college-age population on to higher education. This educational lag, which "represents the single greatest focus of waste of human resources in the state," accounts for the fact that South Carolina has been unable to enter the nation's economic mainstream.

The results can be seen very clearly in many areas, and are especially visible in the ever-increasing gap between South Carolina's per capita income and that for the nation as a whole. The state's efforts during recent years to improve economic opportunities for its citizens have netted some measure of improvement. The programs were so limited, however, and geared to such a slow pace that whereas in 1950 per capita income in South Carolina was $603 below the national figure, by 1966 it was $911 below.

Catching up and closing the gap will not be achieved through cautious steps. What is needed at once, the reports stipulate, is a forward leap and that calls for crash programs focused on realizing human potentials. A major thrust is needed in several areas; however, cautious investment in one area at a time, for example, improved health services or improved transportation facilities, will not produce results. Frontal movement in all interrelated areas must be made simultaneously, with the major focus on upgrading education and the economic lot of teachers, if South Carolina is to begin to enjoy economic growth in tune with the times.

Pin sales aid DuShane Emergency Fund

During the recent convention of the Iowa State Education Association, the Iowa Association of Classroom Teachers raised $800 for the NEA DuShane Emergency Fund by selling "Sock it to 'em teach" pins. Above, IACT President Dennis Barnum offers one of the pins to Bettie Burres, Drake University student and president of the Student ISEA, Southwest region. At left is IACT Secretary Frances Henley; at right is C. William Pritchard, ISEA convention coordinator. State and local associations interested in selling the buttons to raise money for the fund should contact the NEA DuShane Emergency Fund at NEA center.

English composition project moves

Correspondence concerning the English Composition Project should be directed to the National Council of Teachers of English, 508 S. 6th St., Champaign, Ill. 61820.

The project, formerly housed at NEA Center, was launched in July 1962, with funds provided by the Dean Langmuir Foundation, in an effort to strengthen this area of instruction.

nea reporter

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400

Elizabeth D. Koontz ..President
Sam M. Lambert Executive Secretary
John D. Sullivan .....Publisher

* * * *

Prepared by the NEA Journal Division:

Mildred S. Fenner .....Editor
Walter A. Graves Managing Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce Editorial Associate

Special contributors to the REPORTER:

Sylvia Brotman ....urban information specialist, Division of Field Services
David H. Foerster ....legislative information editor, Office of Legislation and Federal Relations
Jean O. Heflin ....editorial assistant, Association of Classroom Teachers
Lillian Mahayni .....staff assistant, National Commission on Teacher Education and Professional Standards
Regina B. Parlett .....assistant secretary, Citizenship Committee

Address REPORTER correspondence to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

130 displaced

NEA and Florida associations join law suit to recover jobs

NEA, the Florida Education Association, and the Pinellas Classroom Teachers Association have joined in a law suit on behalf of teachers seeking to recover jobs they lost after the statewide walkout in Florida last spring. The suit has been filed in the U.S. District Court by eight of the approximately 130 teachers who were not allowed to return to their classrooms.

The suit claims that the teachers were "invidiously discriminated against" after a settlement was reached between Pinellas school officials and about 1,500 teachers who wanted to return to work. The suit also seeks back pay for each of the teachers.

Cecil J. Hannan, NEA associate executive secretary, said that the Pinellas County school board and School Superintendent Thomas B. Southard reneged on a previous agreement to accept back the teachers. "Irreparable harm was caused these teachers by denying them equal employment rights under the law," Dr. Hannan said.

Phil Constans, FEA executive secretary, said every effort had been made to negotiate a settlement before filing the suit, "but we have found members of the Pinellas school board and the superintendent extremely uncooperative.

"Apparently they would prefer that this matter never be settled," Mr. Constans said. "We intend to see that no teacher's rights are abused and it seems the court is the only place left for us to turn."

Dr. Hannan said NEA would continue to use legal steps whenever necessary to protect teachers and administrators in Florida who suffered "unjust reprisals" because of having withheld services. NEA's DuShane Emergency Fund is supplying funds to pursue the Pinellas case.

Among the plaintiffs named in the class suit are Jane Arnold, FEA president, and Whitney B. Newcomb, PCTA president. At the time of the walkout, Miss Arnold was president-elect of FEA and an English teacher in Clearwater. Mr. Newcomb was president-elect of PCTA and an industrial arts teacher in St. Petersburg.

The suit maintains the Pinellas school officials violated the equal protection clauses of the 14th Amendment to the U.S. Constitution by denying the eight teachers the right to return to work with the 1,500.

"Defendants have invidiously discriminated against the individual plaintiffs in denying them permission to return to work with other teachers who had participated in the work stoppage," said the suit, and in so doing, the defendants applied different standards for return than the standard applied to the 1,500 who were permitted to reenter the classrooms.

The suit also contends the teachers were denied their employment rights "without due process of law, or without process of any kind." Such discharge or denial of employment rights, the suit charges, also violates the provisions of a Florida statute pertaining to the continuing contract law.

The legal action is the third major suit filed in Florida this fall in behalf of teachers whose rights have been violated. The other two suits were filed by associations in Lee County and in St. Johns County.

Over governor's veto

New Jersey teachers get negotiation law

A statewide professional negotiation law backed by the New Jersey Education Association became law this fall. The negotiation bill passed both houses of the state legislature September 13, overriding the governor's conditional veto of a few days earlier. The vote was Senate 36-0 and Assembly 57-0

NJEA Executive Secretary Frederick L. Hipp called the new law "the chance of a lifetime for educators in New Jersey." The law means, he said, "that involved teachers can accelerate meaningful change in their schools and improve educational quality for all."

Under provisions of the N.J. Public Employer-Employee Relations Act, every school board in the state of New Jersey will be required to

- Recognize and negotiate with local and college faculty associations on all terms and conditions of employment
- Enter into written agreements with local education associations
- Negotiate written policies for grievance procedures.

Science Teachers plan silver anniversary

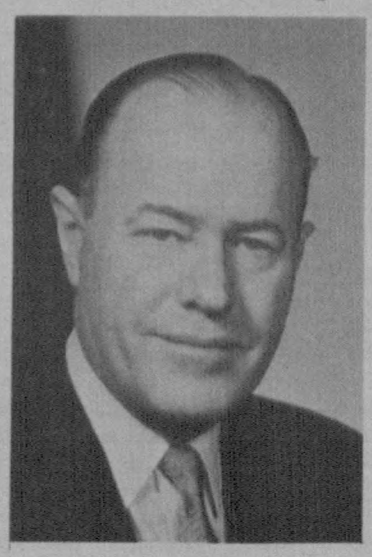
A silver anniversary convention, 180 public symposiums scheduled for a ten-day period during the spring, and a publication projecting ideas about science education for the future are planned by the National Science Teachers Association during a year-long observance of its 25th anniversary. The celebration culminates on July 4, 1969.

NSTA's 1969 anniversary convention will be held in Dallas March 21-25. Under the theme, "Horizons of the Seventies and Science Education," the convention will emphasize expectations for science education during the next decade. Scheduled are teacher workshops, seminars and concurrent panels, a general session devoted to the silver anniversary, and an awards convocation.

Silver anniversary symposiums, to be held during the last two weekends in April, have been planned for a dual audience of science teachers and the public. All are designed to bring participants closer to an understanding of the interrelationship between science and society and the need to become increasingly aware of the place of science in the modern world.

The publication "Designs for Progress in Science Education," directed chiefly to educational planners, is scheduled for release on the anniversary date.

NEA Board of Directors votes resolution commending Deputy Secretary Lyle Ashby



Lyle W. Ashby
Deputy Executive Secretary

The NEA Board of Directors last month passed a resolution of commendation and appreciation for NEA Deputy Executive Secretary Lyle W. Ashby. Dr. Ashby completed 40 years of NEA service in September.

The resolution says:

"Whereas, Dr. Ashby has discharged his leadership roles with dignity, dedication, and unparalled distinction, and

"Whereas, the nobility of his nature, his rare wisdom, his integrity and absolute selflessness has won a unique place in the minds and hearts of his colleagues, friends, and associates, so that the respect, trust, and confidence that he elicits is beyond measure, and

"Whereas, his service to the governing bodies of the NEA has been rendered humbly, courageously, and masterfully over many years,

"Therefore be it resolved, that the Board of Directors in session this thirteenth day of October, 1968, recognizes, honors, and extends its heartfelt appreciation to Lyle W. Ashby, for his 40 years of service, and his devotion to duty consistent with the highest principles of the education profession,

"And further be it resolved, that this Board of Directors and the NEA staff offers its congratulations to Lyle W. Ashby and wishes to make him aware of the high regard in which they hold his character and his friendship."

Board renames DuShane Fund

At its meeting this fall, the NEA Board of Directors voted to change the name of the NEA DuShane Fund for Teacher Rights to the NEA DuShane Emergency Fund. The fund's advisory committee recommended the change to the NEA Executive Committee and to the Board.

Salaries at issue

San Mateo, Calif., teachers push negotiation

At mass meetings last month, teachers in two northern San Mateo, California, county school districts prepared for major confrontations by adopting California Teachers Association policies on impasse and sanctions.

Teacher associations in the Jefferson Union High School and Laguna Salada Elementary districts—Daly City and Pacifica—also adopted action programs designed to bring rapid and dramatic improvement in employer-employee relations, negotiation procedures, working conditions, and salaries.

A breakdown in negotiations for a 1968-1969 salary schedule, stalled since last spring, sparked the explosion in the Jefferson Union school.

District officials made the task of the negotiating council more difficult by authorizing separate bargaining sessions with a teachers union team. The union has consistently boycotted the legally constituted negotiating council.

The Jefferson Union association's president, Alex Fraser, charging a "sweetheart deal," accused district officials of authorizing the union talks to divide teachers and to avoid meaningful bargaining with the council on the salary issue and on the "nearly 300 deficiencies existing in Jefferson's educational program and personnel policies."

A petition expressing full confidence in the negotiating council gathered nearly 300 signatures from the 390-member faculty in just three days. The petition also called upon the district to abide by the Winton Act and bargain only with the legal council.

A legal opinion was delivered by the San Mateo district attorney advising Jefferson trustees that separate bargaining sessions violate the Winton Act.

Laguna Salada teachers are faced with one of the lowest pay scales in the Bay Area, with excessive class sizes, and with a district that refuses to negotiate in a businesslike and good-faith manner.

LSEA President Marilyn Krassner insisted that "the difference between what a teacher deserves and what he is paid amounts to a subsidy from teachers to the district.

"Teachers are tired of subsidizing the educational program in Laguna Salada," she continued. "It's time for district officials to exert some leadership, to equalize the cost of maintaining the public schools, and to do something meaningful to improve the deplorable conditions we have in this system."

As in the Jefferson district, teachers in Laguna Salada have formed a strategy team to guide their campaign.

Bay Section assistant executive secretary Herb Foreman and NEA representatives Arleigh Greenblat and Ned Hopkins are providing staff consultation to the two associations.

Tulsa teachers open new office

The Tulsa (Oklahoma) Classroom Teachers Association has purchased a headquarters building at 3936 East 31st Street. The 1,600 square feet of space house the main offices of TCTA, a negotiation room, and a conference room that seats some 100 persons.

Citizenship Committee will present Charl Williams award

In recognition of successful association political activity growing out of participation in a political clinic, the NEA Citizenship Committee will present for the first time this year the Charl Ormond Williams award. The award—a silver loving cup to be retained by the winner for a year, an inscribed plaque to be kept permanently, and $100 to advance the association's political activity—will be presented at the committee's open session at the NEA Convention each year.

Formal action establishing the award was taken by the committee at its fall meeting. Guidelines and criteria are now being drawn up, and associations that have fielded teams in any of the NEA-cosponsored political clinics will be invited to compete.

When a very young woman, Charl Ormond Williams was elected superintendent of Shelby County Schools (Memphis), the most populous of Tennessee's counties. Even then she was fully conscious both of the relationship of education and politics and the worth of a strong national association.

In 1920, Miss Williams became the first woman vice-chairman of either major political party. She campaigned for the Cox-Roosevelt ticket in the 20's, and became a life-long friend of the Roosevelt family. On behalf of NEA, she was an influential contact with the White House during the Roosevelt Era.

In 1921 she was elected NEA president, the fourth woman to be elected an Association president. From 1922 to 1949, she was a member of NEA staff.

The loving cup was presented to her when she retired as superintendent of Shelby County Schools to join the NEA staff. She gave it to the Rural Department of NEA for any use thought desirable.

The Citizenship Committee already has on file several "it happened after a political clinic" success stories, and will accept applications from additional associations.

Baltimore session probes innovation in student teaching

James C. Stone, professor of education at the University of California, Berkeley, told conferees in Baltimore last month that year-round Education Professions Institutes should be created to serve as centers for the professional training of teachers. Students would enter the institutes at any point in their college career when they were deemed ready, Dr. Stone said. The institutes, he emphasized, would have no connection with colleges of education except as the colleges played a consultative role. The institutes would be funded by state governments and administered in a variety of ways—by the state, the region, the local community, or in combination. Dr. Stone said that a state council on teacher education, with representatives from the institutes, schools, colleges, and the profession at large could serve as the advisory arm to the state department of education. Another speaker, Graham Pogue, director of student teaching, Ball State University, stimulated participants by such questions as: What is the desirable sequence of student-teaching experiences? How can the efficiency of learning in laboratory experiences be increased? And, How can the student-teaching program be utilized to bring about innovation and change in educational practices?

William Drummond (left), teacher education associate, Washington State Department of Education, chats with Roy A. Edelfelt, executive secretary of the National Commission on Teacher Education and Professional Standards, which planned and coordinated the Baltimore conference. Dr. Drummond gave the concluding speech at the conference, giving his interpretation of what conference participants decided should be done about improved teacher education programs. Theme of the October 21-23 conference was "The Role of the State Educational Agency in the Development of Innovative Programs in Student Teaching." The conference was sponsored by the Maryland State Department of Education through a grant from the U.S. Office of Education. Keynote speaker was Frankie Beth Nelson, professor of education, Queens College, who dealt with what she called the revolution explosion. She stressed the role technology plays in determining all other changes in society and how these changes in the future will affect human relationships. The conference format permitted dialogue, round-table discussion, and interrogation of speakers. A conference report will be available from the National TEPS Commission in January.

Jennings Randolph
West Virginia Senator

Randolph to keynote Appalachia conference

Sen. Jennings Randolph (D-West Va.) will give the keynote address at the Conference on Equal Educational Opportunity for Chlidren of Appalachia, which will be held at Pikeville College, Kentucky, from November 29 to December 1. Chairman of the Senate Public Works Committee and a member of the Education Subcommittee of the Committee on Labor and Public Welfare, Senator Randolph will discuss the role of the federal government in responding to the area's educational needs.

Another speaker will be Harry Caudill, author of *Night Comes to the Cumberlands,* an analysis of the social and economic problems of the region.

About 450 teachers and other educators from Kentucky, North Carolina, Tennessee, Virginia, and West Virginia are expected, according to Samuel B. Ethridge, director of NEA's Center for Human Relations. "The conference will attempt to focus national attention on the acute educational problems of Appalachia, which are contributing to the urban crisis," Mr. Ethridge says. "A cross section of local, state, regional, and national people will try to find solutions to these problems. Guiding these discussions will be reports on new programs developed by the Council of the Southern Mountains, the Appalachian Regional Commission, the Appalachia Educational Laboratory, and the Institute for Appalachian Studies."

The Appalachian conference is being cosponsored by the Center for Human Relations and the NEA Citizenship Committee in cooperation with the Kentucky Education Association, the North Carolina Education Association, the North Carolina Teachers Association, the Tennessee Education Association, and the Virginia Education Association. It is the sixth in a series of NEA-sponsored conferences to draw national attention to some aspect of civil and human rights in education.

For further information about the conference, contact Mrs. Mary Ann Scott, conference coordinator, HRC, NEA Center.

Board members supported

Iowa City teachers win at politics

The four-month-old political action committee of the Iowa City Education Association recently scored a major victory in its first attempt to help elect board of education members. The three candidates supported by the committee were elected by margins of 500 to 700 votes in a near-record turnout of 3,000 citizens.

Disturbed by continuing lack of educational leadership in the school district, a few teachers who had attended a statewide political action clinic held in Des Moines during the nationwide April Teachers-in-Politics Weekend last spring, decided that they had been "putting the cart before the horse" in negotiations with a board they had had no hand in electing. Why not work to elect board members who would be friendly to the needs of education and to the negotiating process?

A representative of this group of leaders visited with teachers in every school, testing attitudes toward formation of a political action committee. Almost all indicated they were willing to give time or money or both toward this new drive. Under the leadership of Alvin Zimmerman, Don Sett, and Jeanne Nelson, volunteers worked on finance, candidate selection, canvassing, voter registration, and publicity. With a teacher coordinator in each building, nearly $1,000 was raised for political action in the first round of soliciting.

A coalition of lay groups and individual citizens interested in upgrading the school system was formed. The committee interviewed candidates and chose three whom they felt would be most effective in bringing the needed changes to the school district.

Although it was summer and most teachers were on vacation, a systematic canvass of the entire school district was made by about 100 teachers in an attempt to locate the favorable votes. Canvassers recorded the name, address, and phone numbers of favorable voters on cards. On the day before election, a telephone committee called each person to remind him to vote. Feedback indicated that the canvass was well received by most members of the community.

Ads were placed in the city newspaper on the three evenings prior to election. Radio spots saturated local air time over this three-day period.

After the election day success, the editor of the *Iowa City Press Citizen* stated, "Iowa City teachers won a heady victory in Monday's School Board election . . . Not many organizations can boast a perfect record in their initial formal venture into politics."

For study conference

'Differentiated teaching' to be ACT topic

"Differentiated Teaching Assignments for Classroom Teachers" will be the topic of the Classroom Teachers National Study Conference to be sponsored by the Association of Classroom Teachers, November 29-30, at NEA Center.

Approximately 55 classroom teachers from all parts of the country have been invited to the meeting, which will also involve representatives of other organizations within the teaching profession. Among the organizations that have accepted ACT's invitation to send representatives to the conference are the NEA Commission on Teacher Education and Professional Standards; NEA Department of Elementary School Principals; NEA Department of Elementary/Kindergarten/Nursery Education; Association for Supervision and Curriculum Development, NEA; National Council of Urban Education Associations; and National Catholic Educational Association.

The objectives of the conference are (1) to define differentiated roles and responsibilities; (2) to identify the problems involved in differentiation and specialization, including salaries; and (3) to seek solutions to these problems.

"The concept of differentiated staffing has received considerable attention recently, but so far we've been hearing primarily from the educational philosophers and university professors," Bruce P. Eckman, ACT president, said. "The ACT executive committee believes that it's time public school classroom teachers look at this issue and give their views on it. We are hopeful that the conference will produce a statement that will help provide direction for other groups within the united teaching profession."

ACT will publish a report on the conference in the spring.

Salary developments

Teacher pay gains reported coast to coast

Among the many success stories reported to NEA salary and negotiation consultants in recent months are the following:

With 88 Bay Section schools reporting adoption of 1968-69 salary schedules just before school opened, the California Teachers Association notes a record-breaking trend for increases—the highest percent and dollar amount ever reported in a decade of CTA Bay Section salary trend services. Average increase for 19,878 teachers was $627 or 6.4 percent, not including increments and fringe benefits. With fringe benefits added, the estimated trend is 7½ to 8 percent increase.

Among the increases was the Antioch Unified School District in Contra Costa County, where teachers will receive 10 percent increases for 1968-69. Maximum at step 13, A.B. plus 75, has been increased from $11,710 to $12,930. Sequoia Union High School District, San Mateo County, reports its average increase is about 6 percent with the teachers' salary schedule for 1968-69 ranging from $6,400 to $14,270. The latter maximum is reached at step 12, A.B. plus 75 credit hours. Maximum for 1967-68 was $13,360.

In 1968-69 adoption review of salaries in its area, the California Teachers Association Southern Section recently reported salaries up $576 per teacher. The estimated increase at all levels—elementary through junior college—is 6.3 percent. Forty districts report $7,000 or more minimum; and 199 districts offer $12,000 or more in the highest scheduled maximum; 93 districts, $13,000 or more; and 26 districts, $14,000 or more for the current school year.

Pennsylvania schedule

The salary schedule adopted by the school board of the School District of Springfield (Pa.) Township for the 1968-69 school year has a bachelor's degree scale which achieves a ratio of 1:2 between the scheduled minimum and maximum. At other levels, the salary more than doubles within the class. Salary of a beginning teacher with a B.A. degree is $5,900; through experience alone, teachers' salaries may advance to $11,800. In the master's degree scale, the salary range is from $6,220 to $12,870; and master's plus 30 hours, from $6,540 to $13,410. Increases in some parts of the scales run as high as 13.3 percent over last year.

Among the salary increases reported this year by the Indiana State Teachers Association are the following (each at the master's level, with no increase in steps): Fort Wayne Community Schools, $6,930,-$11,844 in 17 steps (last year, the salary range was $6,710-$11,470); Highland School Town, $7,100-$11,773 in 28 steps (last year, $6,700-$11,-121); Marion School District of Warren Township, $6,588-$11,590 in 15 steps (last year, $6,264-$11,020); Misawaka School City, $6,750-$11,750 in 18 steps (last year, $6,480-$11,280); and Richmond Community Schools, $6,405-$11,655 in 20 steps (last year, $6,100-$11,100).

69.6% at NEA Assembly were teachers

According to the NEA Division of Records, 4,958 of the 7,119 delegates to the 1968 NEA Representative Assembly in Dallas were classroom teachers. This figure represents 69.6 percent of the total registration. At the 1967 Representative Assembly in Minneapolis, 71.2 percent of the delegates were classroom teachers.

Superintendents, principals, and other supervisors numbered 1,485 and accounted for 20.9 percent of the 1968 registration, as compared with 20.1 percent in 1967. Eighteen retired teachers constituted 0.3 percent of the 1968 delegates, a decrease from 0.4 percent in 1967, the NEA Records Division reported.

There were 257 staff members of state education associations or 3.6 percent in 1968, while the 1967 figure was 3.2 percent.

Other delegates numbered 401 and represented 5.6 percent of the total 1968 registration, as compared to 5.1 percent in 1967.

Commitments mount

Drive toward unification gains from new action in two states

The drive toward unification of the teaching profession received added impetus this fall from the actions of two state education associations. Delaware now has joined the associations committed to unification in 1969-70. And the Pennsylvania State Education Association's board of directors has voted to take 1969-70 unification to the PSEA House of Delegates in December.

30 states act

These actions bring to 30 the number of unified or committed states, the NEA Division of Affiliates and Membership reported this month. Already unified are Alaska, Arizona, Hawaii, Idaho, Kentucky, Michigan, Montana, Nevada, New Mexico, Oregon, Washington, West Virginia, and Wyoming. Five more states—Delaware, Florida, Massachusetts, Minnesota, Rhode Island—and the Overseas Education Association have adopted unification to become effective in 1969 or 1970. Eleven additional states are committed to unification with official action yet to be taken.

The NEA Division of Affiliates and Membership has specific responsibilities for increasing membership and promoting unification. The division recently expanded its staff to work more effectively on the NEA priority of building a stronger, more comprehensive, completely unified profession.

Division expanded

The expansion of the division means that NEA now has greater capability to serve and help those leaders upon whom NEA depends to get members, John H. Starie, division director, said. He added that he views the division's work as multifaceted.

"We not only have the job of promoting the united teaching profession and seeking members," he said, "but we're also working to coordinate our efforts to serve them. What we are trying to do is get all three levels—local, state, and national—united in purpose and program. We believe this can be done while still maintaining variations in association characteristics. We're working on strengthening the total profession, especially at the important local level."

Two division goals are the unification of every state with NEA and the enrollment of at least two million members of the united teaching profession by 1972 so that the full efforts of the division may be directed to serving the profession. Among the techniques useful in achieving these goals are continuous membership and payroll deduction of dues.

Mr. Starie believes that the division can now spend more time on cooperative development of skilled state and local leaders through materials and direct training. "Our membership depends greatly on the work of the local faculty representative," he said. "We are going to help that teacher to become an extremely effective representative for the united profession."

Liaison with states

Robert E. Harman is the most recent staff addition to the division. Formerly assistant director for broadcast services in the NEA Division of Press, Radio, and TV Relations, Mr. Harman was appointed membership consultant for Affiliates and Membership in September. He serves as liaison with state affiliates for the cooperative development of unified membership promotion.

J. Rupert Picott, formerly NEA national field representative, has joined the division as assistant director. He is involved in developmental work with local associations, planning long-range programs, and evaluating how a local association functions.

Dorothy Brooksby is the NEA organizational consultant in the division. Mrs. Brooksby works with local associations in both problem solving and goal setting. Her work encompasses developing the role of the local association in the improvement of instruction and in maintaining good public relations during professional negotiation.

How-to-do-it materials

In order to help build strong, viable associations, the division develops and provides how-to-do-it materials on every facet of association activity. In addition, the division plans and participates in programs to train local leaders. Margie Rich is program assistant for services to local associations. Directing this area is Ralph P. Joy, now associate director of the division.

"We know that the only way to get more committed members is to develop strong leaders at the local association level," Mr. Joy said. "We are reaching an increasing number of people with our training programs and it is paying dividends."

Indiana invites retirement applications

Greenwood Village, an Indiana retirement facility now open to teachers and others throughout the nation, is located on 46 acres near Greenwood, Indiana. The facility, established by the Indiana State Teachers Association and the Indiana Retired Teachers Association, offers private apartments, a variety of activities, health care, and other services. Information is available from General Manager, Greenwood Village, Greenwood, Indiana 46142. Greenwood is just south of Indianapolis.

The Indiana State Teachers Association announced this week that its full-service retirement center will now accept applications from teachers and others outside the state. Robert H. Wyatt, ISTA executive secretary, said he hoped this move would be the beginning of reciprocal arrangements for retired teachers throughout the nation.

ISTA's retirement center, called Greenwood Village, is made up of 192 individual, private apartments grouped around a facilities center that offers a full range of services for retired persons. Greenwood Village is operated by a nonprofit corporation established by ISTA and the Indiana Retired Teachers Association. Officers of both associations serve on its board of directors.

Residents may join Greenwood Village under a monthly lease plan upon payment of a membership fee and a monthly lease, depending on the size of the apartment and the number of persons occupying it. In addition, a monthly service fee covers all meals, access to a fully accredited health care facility, services of a staff physician, housekeeping, laundry service, repair and maintenance service, and additional services such as standby 24-hour-a-day emergency assistance for any resident of the village who may need help. This total plan offers complete retirement living without major investment; however, lifetime leases are possible.

Interested persons can obtain additional information from General Manager, Greenwood Village, Greenwood, Indiana 46142.

AAHPER sets up placement service

A special placement service being initiated by the American Association for Health, Physical Education, and Recreation will be available to individuals seeking a position in physical education or recreation for the handicapped. The service is also available to schools, residential facilities, day care centers, recreation departments, colleges and universities, and volunteer, private, and semi-private agencies seeking personnel in this area. AAHPER is an NEA department.

The service will be free for both applicant and prospective employer, according to AAHPER officials.

Information is available from Special Placement Service, Project on Recreation and Fitness for the Mentally Retarded, AAHPER, NEA Center.

Higher education journal scheduled

The American Association for Higher Education and the Ohio State University have entered into an agreement to cosponsor the *Journal of Higher Education* as an official organ of AAHE. The affiliation between the NEA department and the university becomes effective January 1.

OSU will continue to carry the major financial responsibility and AAHE will provide advisory and editorial leadership from its membership.

names in the news

Robert E. Phelps will become executive secretary of the Pennsylvania State Education Association on January 1, replacing **A. Clair Moser,** who is retiring. Mr. Phelps is now executive secretary of the California College and University Faculty Association, a unit of the California Teachers Association.

Ralph Chesebrough, who was in charge of higher education activities for the Michigan Education Association, is the newly appointed director of NEA's special project to provide services to state education associations in higher education.

Jack Kleinmann, former executive secretary of the Commission on Professional Rights and Responsibilities, has been named director of the NEA Planning Office. As director of the newly established office, Dr. Kleinmann will serve as staff liaison for the NEA Board of Directors' Committee on Planning and Organizational Development. He will also work closely with NEA officials in making long-range and immediate plans for the Association.

Donald Conrad, associate executive secretary of the PR&R Commission, is the commission's acting executive secretary.

Other new PR&R Commission staff members are: **Don Morrow,** former director of field services for the North Carolina Education Association, as associate secretary for ethics; **Paul Putnam,** field representative with the Massachusetts Teachers Association, as associate secretary for special studies, replacing **Edwin Davis,** who retired; and **Dale Robinson,** executive secretary of the South Oakland District Association, Hazel Park, Mich., as associate secretary for field studies, replacing **David Bork,** who recently transferred to the Association of Classroom Teachers.

Edna S. Tait, past president of the Florida Department of Classroom Teachers and NEA director for Florida from 1964 to 1967, has joined the staff of the Florida Education Association as teacher placement specialist. Mrs. Tait formerly taught mathematics at Leon High School in Tallahassee.

Kathryne Hughes, formerly with the U.S. Bureau of Indian Affairs, will serve as professional consultant for the NEA Department of Home Economics. **Katherine Conafay** resigned to return as supervisor of Home Economics for the Arlington (Va.) County Schools.

The NEA's Department of Rural Education recently presented its 1968 Education Legislator of the Year Award to **David R. Obey,** Democratic state assemblyman from Wausau, Wisc., for "his authorship of many important measures to expand educational opportunity in northern Wisconsin.

State education association presidents who took office this summer are **Sanna Green,** Alaska; **Stewart Herriott,** Calif.; **Lawrence J. Steeves,** Conn.; **Jane Arnold,** Fla.; **Roger Young,** Idaho; **Clifford L. Avis,** Ill.; **Wayne Begg,** Iowa; **Philip A. Gonyar,** Maine; **J. Casey Olds,** Mass.; **Gene Duckworth,** Mich.; **D. M. Smith,** Miss. (MTA); **A. R. Collins, Jr.,** Mont.; **Max E. Bunnell,** Nev.; **Charles Holleyman,** Okla.; and **Leonard Crawford,** Tenn.

Harold Wigren, NEA Division of Educational Technology, was re-elected president last month of the Joint Council on Educational Telecommunications.

Survey shows:

Teachers buy idea of political action

Should teachers take part in politics? Increasingly, the teachers themselves are accepting the idea that they should.

An NEA Research Division survey shows that about four-fifths of men teachers and two-thirds of the women now believe in political participation.

The Research Division survey revealed that 60 percent of the men teachers sampled in 1960 favored campaign work by teachers in national elections, but the percentage had risen to 73.9 in 1965 and to 79.3 in 1968.

The response was to the question, "In your opinion, should teachers on their own time work actively as members of political parties in national, state, and local elections?" The question was in the division's annual sample survey of teachers.

Among women teachers sampled, 46.5 percent in 1960 approved campaign work in national elections. By 1965 the percentage had increased to 59.9, and by 1968, to 66.4.

Those favoring political participation by teachers in state election campaigns were: Men —58.8 percent, 1960; 75.5 percent, 1965; 81.4 percent, 1968. Women—48.4 percent, 1960; 63.6 percent, 1965; 70.5 percent, 1968.

In 1965, 72.9 percent of the men teachers approved teachers on the hustings in local elections, compared to 78.5 percent this year. The percentages for women teachers were 63.7 in 1965 and 73.5 in 1968.

Tanzania workshop

Teacher team briefed by international committee

The NEA Committee on International Relations briefed a team of five classroom teachers from Oregon, California, and Illinois in Washington last week. The team then went on to East Africa to conduct the third NEA Overseas Teach Corps in-service workshop for elementary teachers in Tanzania.

The team will work with some 350 teachers in several teacher training colleges for a period of six weeks. The workshop program is part of an intensive three-year program to upgrade practicing elementary school teachers.

Three of the team, Ellen Ballard of Long Beach, Calif.; Nadine Harmon of Bend, Oreg.; and Marguerite Poole of Harvey, Ill., are returning for their third workshop at the request of the Tanzanian Ministry of Education. Lucille Bailey of Milwaukee, Oreg., served two summers as a Teach Corps volunteer in Sierra Leone. The fifth member of the team, Elsie Bailey, also of Milwaukee, is participating in the workshop for the first time.

The NEA Overseas Teach Corps is administered by CIR under a contract that has been made with the U.S. Agency for International Development.

1969 school library awards will be presented in April

Five thousand dollars will be awarded this year in the 7th Annual Encylopaedia Britannica School Library Awards. The awards are made by Encyclopaedia Britannica, Inc., with the advisory assistance of the American Association of School Librarians, which is both an NEA department and a division of the American Library Association.

As in previous years, awards of $2,500, $1,500, and $1,000 will be presented to three selected school systems which, with due consideration of resources, show the greatest measure of growth and progress toward the goal of good library service in the elementary schools of the system as a whole. Any school system may apply.

The awards will be presented during National Library Week, April 20-26, 1969.

Application forms and information are available from the school library supervisor in each state; the AASL, 50 East Huron St., Chicago 60611; or School Library Awards, Encyclopaedia Britannica, Inc., 425 N. Michigan Ave., Chicago 60611.

Association in Omaha votes to start unified membership

Members of the Omaha Education Association voted last month to begin unified membership starting in the spring. This action will make the Nebraska city the largest unified urban education association in a non-unified state.

OEA Executive Director Frank Williams said that the unification vote succeeded because of the effective work of faculty representatives in presenting the issue to members. Seventy-seven percent of the members' vote favored the action.

Approximately 2,000 local associations have now adopted unified membership.

Promising practices in elementary phys ed

Lillian Buckner (right), Detroit teacher, talks with her pupils before they performed at a national conference of teachers and supervisors of elementary school physical education in Washington, D.C., last month. Four teachers and 32 children, half from a suburban school and half from an inner-city school, were flown to Washington under a federally funded Detroit project called Shared Experiences. With Miss Buckner is Delia Hussey, assistant director of Detroit's Department of Health, Physical Education, and Safety, who planned the session.

Nat'l Educ. Assn. photos (Di Dio)

Children from Couzens Elementary School in Detroit demonstrate creative movement and dance. Led by Lillian Buckner, a Detroit teacher, they were one of several groups that presented live demonstrations during a Washington, D.C., conference of teachers and supervisors of elementary school physical education. The conference was sponsored by the American Association for Health, Physical Education, and Recreation.

In another program during the conference on promising practices in elementary school physical education, Kate Barrett, of the campus laboratory school, University of Wisconson, Milwaukee, leads a group of program participants.

Retired membership offered auto insurance

Driverplan 55 Plus, automobile insurance designed for the older driver, has been officially recommended to their memberships by the National Retired Teachers Association and the American Association for Retired Persons. NRTA is an NEA department.

Underwritten by the American Maturity Insurance Company of Philadelphia, Driverplan 55 Plus features written guarantees which protect the older person from being treated unfairly solely because of age, guaranteed renewals to age 80, normal annual renewals after age 80, noncancellable safeguards, full range of protection and limits which can be reduced only by the policyholder, 10 percent reduction in premium rates to those who complete the Defensive Course sponsored by the National Safety Council.

With the American Maturity Insurance Company, NRTA also cosponsors the Automobile Insurance and Driver Safety Education Board. This board meets periodically to advise the insurance company on the special needs of older persons, to discuss and evaluate the coverages and administration of the plan, and to promote driver safety education.

NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Idaho Education Association	Idaho Public Schools
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Texas State Teachers Association	South San Antonio Independent School District

When an association officially reports that conditions have improved in any of the above districts or systems, the NEA REPORTER will announce the action.

NEA president honored by Negro history group

NEA President Elizabeth D. Koontz last month received the Distinguished Service Award, the highest honor bestowed by the Association for the Study of Negro Life and History. The award was presented in New York City during ASNLH's 53rd annual meeting. Given to persons who make outstanding contributions to Negro life and history, the award is presented annually in honor of Carter G. Woodson, ASNLH's founder. Shown above with Mrs. Koontz at the presentation ceremony are Charles H. Wesley (left), ASNLH executive director, and J. Rupert Picott, ASNLH president and assistant director of the NEA Division of Affiliates and Membership.

Plans begun for World University Games

Plans for the 1969 World University Games to be held in Lisbon, Portugal, got under way recently when the Games Committees of the United States Collegiate Sports Council and the USCSC executive committee met in Washington, D.C. NEA's American Association for Health, Physical Education, and Recreation is one of the five charter members of the council, which was organized last year to promote objectives of the International University Sports Federation and to make arrangements for and manage the U.S. team at international collegiate competitions. Two AAHPER staff members are on the executive committee.

Games committees have been organized for aquatics, basketball, fencing, figure skating, gymnastics, ice hockey, judo, skiing, tennis, track and field, volleyball, and water polo.

Topic: financing the profession

E. Dale Kennedy, executive secretary of the Michigan Education Association and chairman of the NEA Special Committee on Financial Needs and Resources of the Teaching Profession, comments during the committee's first meeting last month at NEA Center. With him is Peggy Wilson, president-elect of Wichita City Teachers Association. The committee was appointed by NEA President Elizabeth D. Koontz to study issues affecting the financial status of local, state, and national associations. Other committee members are Paul Downing, executive secretary, Indianapolis Education Association; Charles Kuzminski, executive secretary, Portland (Oregon) Association of Teachers; G. Howard Goold, executive secretary, New York State Teachers Association; James W. Green, executive secretary, New Mexico Education Association; Elmer S. Crowley, administrative director, National Council of State Education Associations; Richard E. Carpenter, NEA assistant executive secretary for business management; Cecil J. Hannan, NEA associate executive secretary, and Margaret Stevenson, executive secretary of the Association of Classroom Teachers and NEA staff consultant for the committee.

Permanent gains

NEA insurance benefits increased

The NEA Special Services Committee recently voted to make permanent the 10 percent and 20 percent temporary increases now in effect for NEA life and accidental death insurance benefits. The increases had been voted temporarily and would have extended only through April 1, 1969.

The increase in benefits comes with no increase in premiums, according to Arnold W. Wolpert, director of the NEA Special Services Division. "This increase in benefits," Dr. Wolpert said, "is another example of the continuous series of improvements the participants have enjoyed in the NEA Life Insurance programs since their beginning just seven years ago."

Dr. Wolpert also announced that every NEA member has been sent a letter and a brochure explaining the NEA Life Insurance programs.

NEA life insurance consists of three plans: *Plan A* offers insurance up to $5,000 at a semiannual cost of $4.55 (under age 30) or $11.30 (over age 30). *Plan B* offers up to $24,000 of insurance at a semiannual cost of $9.10 (under age 30) or $22.60 (over 30). *Plan C* offers up to $43,000 of insurance at a semiannual cost of $40 (under age 30) or from $40 to $65 (over age 30).

Members under age 60 may insure all of their children, 14 days to 21 years of age, for $2,000 each at a total semiannual cost of $3. It does not matter how many children are covered, the premium remains fixed. Members over age 60 pay the same $3 semiannual premium for all of their children, but the amount of coverage under the program is less.

Coverage for a spouse is available for up to $5,000 for participants in Plans B and C, and half coverage for a spouse is available through Plan A. The semiannual cost ranges from $2.20 up to $11.20, depending on the amount of coverage and on the member's age.

New York conference

Buffalo teachers probe integrated education

Association members in the Buffalo, New York, area met this fall to plan the first steps in a program to implement quality integrated education. The conferees—from the Buffalo Teachers Federation and the Erie County Education Association—heard a series of panelists tell how programs in other cities are handling their race relations problems.

One of the panelists, Dean C. Corrigan of the U.S. Office of Education, told the teachers that the school can be the mechanism to help children learn to live together even though the parents live separately. Failure to act, Mr. Corrigan said, is itself an action in today's affluent society. He urged teachers to plan programs that would build self-identity among black children and would put aside the low expectations for these children common in many schools today.

Another panelist, Norman Gross, administrator of Project Unique in Rochester, New York, told participants of the difficulties his project had encountered in planning busing of Negro and white children to schools in the urban and suburban areas of Rochester.

The Buffalo area conferees planned a countywide committee to stimulate further activity toward quality integrated education. They also planned a follow-up conference and a series of public forums to allow teachers to help educate the public about education and integration.

The conferees suggested that teacher organizations explore the idea of negotiating for integration with their respective school boards. They also suggested that courses on Negro history and minority cultures be made available to teachers, and that the Buffalo local association and the Erie County association sponsor a study group as a joint effort to implement integration in the area.

current

What's going on in TV, radio, press, and national magazines

Television

(*All times are Eastern*)

Sunrise Semester—*Monday through Saturday, CBS-TV.* Please check local listings for day and time. "The Literature of England" and "Theism, Atheism, and Humanism" (alternate days).

Captain Kangaroo—*Monday through Friday, CBS-TV, 8 a.m.* In conjunction with Bank Street College of Education, presents sequences to help children with self-identification.

60 Minutes—*Tuesday, November 12, CBS-TV, 10 p.m.* Series of alternate-week broadcasts with Harry Reasoner and Mike Wallace.

A Sense of Wonder—*Wednesday, November 13, ABC-TV 7:30 p.m.* Helen Hayes narrates a documentary based on works of Rachel Carson.

The Undersea World of Jacques Cousteau—*Friday, November 15, ABC-TV, 7:30 p.m.* Experiments with killer whales in the Indian Ocean.

Discovery—*Sunday, November 17 and 24, ABC-TV, 11:30 a.m.* "Discovery Goes to Finland," Part I, and to Lapland, Part II.

Dorothy Gordon Youth Forum—*Sunday, November 17, NBC-TV, 12 noon.* Jack Valenti as guest. *November 24,* a dialogue with Chet Huntley, author of "The Generous Years."

Hallmark Hall of Fame—*Wednesday, November 20, NBC-TV, 7:30 p.m.* "A Punt, a Pass, and a Prayer," about a former Big League quarterback.

Mouse on the Mayflower—*Saturday, November 23, NBC-TV, 7:30 p.m.* Animated musical special about Pilgrims' landing at Plymouth Rock.

The Eternal Light—*Sunday, November 24, NBC-TV, 12:30 p.m.* "Green Thumb in the City," about a teacher who helped immigrant children learn about their new country.

Hemingway's Spain: A Love Affair—*Sunday, November 24, ABC-TV, 4 p.m.*

A Thanksgiving Visitor—*Thursday, November 28, ABC-TV, 7:30 p.m.,* by Truman Capote, with Geraldine Page.

Man and His Universe: The Scientist—*Friday, November 29, ABC-TV, 10 p.m.* Scientists' search for the "represser" which determines man's potential.

Magazines

(*November issues*)

Eye—"How I Lived Through My Parents' Divorce," by Lisa Wilson Strick, daughter of *Man in the Grey Flannel Suit* author. "Martyrs in a Time Without Heroes" by Pete Hamill, about the Kennedy, Che Guevera, and King murders.

Harper's—Norman Mailer analyzes the two political conventions.

Look *(November 12)*—"Letter to an Angry Young Man," Leo Rosten's response to a previous article.

Saturday Evening Post *(November 16)*—"Law and Order," by Trevor Armbrister, about St. Louis police methods. "Speaking Out: Scientists Should Play God," by Edmund Leach.

Saturday Review—*Education supplement (November 16)*—"The Battle for Urban Schools," by Wallace Roberts, about decentralization. "Early Childhood Education," by Sam Sava. "Who Governs Education?" by Allan Campbell.

In state of Maine

Portland teachers are negotiators

Two and one-half years of effort paid off for the teachers of Portland, Maine, last month when the Portland Teachers Association and the school board signed an agreement recognizing the association as the exclusive representative for all teachers.

The agreement establishes negotiation procedures for a long series of matters, ranging from salaries and fringe benefits to class size and professional standards. The agreement also calls for meetings between association representatives and the school board on matters of curriculum content, textbooks, grading systems, and the construction and renovation of school buildings.

Mediation procedures under the agreement include the use of the American Arbitration Association to resolve impasses.

The Portland *Press Herald* editorially called the negotiation agreement "the best piece of news involving public education in this state for years." Maine Teachers Association Executive Secretary John H. Marvin called it "a major development for the state of Maine."

Dr. Marvin noted that the agreement "represents the culmination of a dispute that is two-and-a-half years old and involved the application of sanctions twice by the Maine Teachers Association." He gave Robert Chanin of the NEA staff credit for "an immense contribution to the successful completion of the agreement."

Wins by 2 to 1

Tulsa CTA will negotiate for teachers

The Tulsa (Oklahoma) Classroom Teachers Association won a unique election in that city last month, becoming the sole negotiator for Tulsa teachers. TCTA won the election by a better than two-to-one margin over the Tulsa Education Association, a 38-year-old organization which will now disband.

Landol Coker, TCTA president, said that the election "opens the door to what we hope will be fantastic advancement for professional welfare in the city. We've got two years to prove ourselves and we're going to do it."

The election means that classroom teachers will be represented by TCTA in negotiation, but does not prevent administrators from negotiating on their own through a newly established Tulsa City District.

Charles M. Ross, president of the losing TEA, said the election was necessary because "our associations are democratic organizations. There was a real difference of opinion among educators about which structure was best suited to our needs. Having worked with a unified structure for three years," he said, "I'm disappointed that we are going back and starting again, but I hope all the people will accept the decision and work to make the separate organizations function."

TCTA received 2,051 votes in the October 4 election; TEA got 990.

Teacher education

Music Educators name new commission

The Music Educators National Conference recently appointed a seven-member national MENC Commission on Teacher Education to frame new objectives and programs for preparation of future music teachers. Wiley L. Housewright, president of the NEA department and dean of the School of Music, Florida State University, said in announcing the appointments that the commission was created to evaluate goals, determine priorities, develop guidelines, identify innovative programs, make in-service educational proposals, and suggest revisions for advanced study programs—all within the framework of teacher education.

Appointed to serve on the commission are Robert H. Klotman, Detroit Public Schools, who will serve as chairman; Charles H. Ball, George Peabody College of Music, Nashville, Tennessee; Allen P. Britton, University of Michigan; Karl D. Ernst, California State College at Hayward; James Miller, Colorado State University, Greeley; Barbara Reeder, Seattle Public Schools; and Corwin H. Taylor, University of Maryland, College Park. Each commission member represents one of the six MENC divisions, covering all sections of the country.

DuShane Fund backs New Orleans educator

Mrs. Lucille G. Hayes, an Orleans Parish educator who is challenging her demotion under the tenure laws of Louisiana, receives a check from the NEA DuShane Emergency Fund. Presenting the check is James H. Williams, director of NEA's Southeast regional office, who pointed out that her case has broad implications for tenure law provisions throughout the state. At right is Warren J. White, president of the Orleans Educators' Association, which is also backing Mrs. Hayes.

An Orleans Parish educator has won a second round in her battle to prevent the school board from circumventing the state tenure law in hiring of personnel for federally funded projects.

Lucille G. Hayes received financial assistance from NEA DuShane Emergency Fund two days before the Orleans Parish Civil District Court ruled she must be reinstated as a supervisor in the New Orleans school system.

She had been demoted to kindergarten-primary education consultant at a salary reduction of $4,734 in the school board's attempts to prevent school personnel from obtaining tenure in federally funded projects. The school system contended under a new state law that Mrs. Hayes had to serve three years as supervisor before obtaining tenure.

The court ruled the new law was not retroactive and that Mrs. Hayes must be reinstated as supervisor of Project Teacher Aide, a program she initiated for the school system.

The second round came when the Orleans Parish School Board filed notice last week it would appeal. The board said it would reinstate Mrs. Hayes to her position as supervisor pending outcome of litigation. Additionally, the attorneys indicated five others demoted under similar conditions would also be reinstated as supervisors pending the appeal.

NEA executive is D.C. conference luncheon speaker

NEA Executive Secretary Sam M. Lambert will speak at the industry-education luncheon during the 104th Technical Conference of the Society of Motion Picture and Television Engineers in Washington, D.C., November 10-15. He will be one of three speakers who will discuss how educators, designers, and engineers can work together in the formation of innovative educational products.

The luncheon is scheduled for November 13th at the Washington Hilton Hotel.

Minnesota plans instruction center

The Minnesota Education Association announced last month that it plans to raise at least $100,000 for an Institute of Instruction. The institute, to be housed at MEA headquarters in St. Paul, would provide services to all members of the profession in the state.

One of the goals, according to MEA President Fulton B. Klinkerfues, is to bring together and to coordinate the best that has been accomplished in curriculum study and teaching methods study.

For mid-career superintendents

Administrators hold seminars as national academy begins

The first of three fall seminars and clinics of the National Academy of School Executives was held October 28-November 1 in Kansas City. The topic was "Politics and Power Structure Analysis for the School Executive." Other sessions are scheduled for November 6-14 in Detroit on "Negotiation and the School Administrator" and November 19-25 in Santa Barbara on "The PR Challenges of the School Executive."

The academy idea is being developed by the American Association of School Administrators for mid-career superintendents and other administrators who want to "replenish knowledge and polish skills for their increasingly complex jobs," according to S. J. Knezevich, AASA associate secretary, who is director of the academy. "It will focus sharply on continuing professional development demands," he said, "and will emphasize approaches that do not duplicate nor compete with present efforts, such as drive-in conferences."

The proposed three-phase academy program may be serving as many as 3,200 persons annually by 1971, Dr. Knezevich said. This might include:

- About 3,000 school executives in one- to four-week clinics and seminars, such as are being launched this fall
- Perhaps 160 or more persons in continuous four-month in-depth courses to be held at the academy site, which is yet to be chosen
- A limited number of "think tank" administrators who will probe unexplored areas and, hopefully, come up with creative innovations for school administration.

About $100,000—half of it from AASA and half from the U.S. Office of Education under the Elementary and Secondary Education Act—will have gone into planning and developing a model for the academy. An estimated $750,000 additional will be needed to operate the academy for three years, during which the second and third phases will be initiated. The academy is expected eventually to become self-supporting through fees.

University credit will not be granted, but executives can earn a series of three academy certificates by completing specified numbers of sessions. In ascending order they are: Academy Professional Development Award, Diplomate of the Academy for School Executives, and Fellow of the Academy for School Executives.

Topic: Future Teachers program

Bruce P. Eckman, president of the Association of Classroom Teachers, discusses the Future Teachers of America program with two members of a committee appointed by NEA to work with ACT and the National Commission on Teacher Education and Professional Standards in developing a dynamic FTA program. With Mr. Eckman are Helen Krause (left), member of the NEA Executive Committee, and Donalda Tillett, NEA director for Indiana. Other committee members are Joseph Nauman, classroom teacher, Ferguson-Florissant School District, Missouri; Edna Richards, executive secretary for classroom teachers, North Carolina Teachers Association; Mary Alice Sipes, professional relations representative, New Mexico Education Association; and Margaret Stevenson, ACT executive secretary, staff consultant.

Frank C. Heinisch Memorial

Milwaukee association wins award for political action

A six-point blueprint developed at the St. Louis Political Clinic one year ago and put into action last winter resulted in educational gains for Milwaukee children and won the Frank C. Heinisch Memorial Award for the Milwaukee Teachers Education Association.

The award is presented annually to an urban association for an outstanding contribution to the advancement of the teaching profession. The National Council of Urban Education Associations gives the awards. Mr. Heinisch was the long-time executive secretary of the Omaha Education Association, chief founder and first president of the NCUEA, and member of the NEA Citizenship Committee (sponsoring group for the political clinics) from 1962 until his death in 1964.

MTEA serves a school district whose board of education had already imposed the maximum legal tax rate. Working as a team, the Wisconsin Education Association and MTEA succeeded in convincing the state legislature that additional funds were desperately needed. The legislature passed a $16 million emergency aid bill which was signed into law immediately. Two days later, the Milwaukee school board adopted a raise in the millage rate for taxing for school purposes.

MTEA's energetic campaign included a wide variety of printed materials, bumper stickers, a huge teachers' rally, a letter-writing campaign (slogan: "If you can't join 'em, lick 'em."), and newspaper ads. Over 1,400 speaking engagements were filled by association representatives. Taking a day of personal leave, 350 teachers traveled by bus to the state capital to dramatize their story for the legislature.

An editorial in the *Milwaukee Journal* stated, "The MTEA, which provided decisive assistance in gaining the emergency funds, is in a strong position of power to advise in the spending of this extra money."

Says James Colter, executive secretary of the MTEA, "Our efforts were a direct result of what we learned from the political-action clinic held in St. Louis last year."

ASCD April session

'Student unrest' to be examined

"Student Unrest: Threat or Promise?" is the theme of a conference set for April 16-19, in Atlanta, by the Secondary Education Council of the Association for Supervision and Curriculum Development. ASCD is an NEA department.

The conference will explore the implications for program development of today's student unrest throughout the country. General sessions will include a discussion aimed at placing current student unrest in historical perspective. The sessions will also include an analysis of two groups of disenchanted youth—those who are dissatisfied with second-class citizenship and those who are disenchanted with overemphasis on materialism and pragmatism; a consideration of short- and long-range program proposals designed to accommodate students of each group; and an exploration of the implications of current student unrest for the educational scene.

Speakers will be Francis A. J. Ianni and Maxine Greene, Teachers College, Columbia University; Scott Thompson, Evanston (Illinois) Township High School; Mario D. Fantini, Ford Foundation, New York; and Fred T. Wilhelms, ASCD executive secretary.

Registration information is available from Richard V. Brown, associate secretary, ASCD, at NEA Center.

Department of School Nurses holds 2-day planning session

The newly established NEA Department of School Nurses has set up its national headquarters at NEA Center, and its organizing committee has recently completed a two-day meeting.

"School nurses will now have an effective national voice and a role to play in the united profession. We have worked on this for seven years, and it is an exciting venture," said organizing committee chairman Sally Williams, a school nurse from Anaheim, Calif.

A petition requesting departmental status was submitted to the NEA Representative Assembly in 1967. Final approval was granted by the NEA Representative Assembly last July.

Steps were taken at the department's recent meeting to launch a membership program, publications, overall operations plan, and a program for the Philadelphia Convention next summer. The organizing committee will meet again December 13-15. Other committee members include: Beatrice Shaffer, School Nurse Section of Pennsylvania State Education Association; Ann Garber, Association of Connecticut School Nurses; Rowena McAllister, school nurse, Dallas; and Ruby Wheatley, Des Moines School Nurses.

Information about the department can be obtained by writing the Department of School Nurses at NEA Center.

Planning calendar available

A "Public Relations Planning Calendar for 1968-69 for Education Associations" will be distributed through state associations to every local association in the country during November. Published by NEA's Division of Press, Radio, and Television Relations in cooperation with state association public relations directors, the calendar contains monthly PR tips for locals, major days and weeks which schools often observe, and some national conferences. Useful films and publications are named. Quotes by current and past NEA leaders are also given.

The cost of a copy for each local will be underwritten by NEA. For information, contact the public relations department of your state association.

NEA Mutual Fund assets now exceed $12.6 million

As of October 28, the NEA Mutual Fund had total assets of $12,611,292. The net asset value per share was $12.00 and the offering price was $12.24. The number of shareholders on October 25 was 9,528.

For a free copy of the prospectus of the NEA Mutual Fund, write directly to the Educators Fund Management Corporation, Suite 1208, 1101 17th Street, N.W., Washington, D.C. 20036.

NEA*SEARCH registration now under way

Educators seeking jobs will be able to register three months earlier this year with NEA's centralized job-locator service by using the revised Form T, reproduced on this page and the next, and mailing it to NEA*SEARCH. Osborne Payne, director of the service, announced that registration will be accepted at a reduced fee through December.

Mr. Payne said he expects an early and heavy response to this offer and predicts that several thousand registrants will be available in January when the processing of vacancies and job referrals begins. (In previous years, Form T appeared in January issues of the NEA REPORTER and matching processes began in March.)

Employers use revised NEA*SEARCH Form V to list vacancies. A nationwide mailing from NEA Center early this month will put copies of Form V and full details in the hands of every superintendent of schools in the nation in time for them to get in on the early operations of the job-matching service. Educational employers other than superintendents may write to NEA*SEARCH and be placed on a mailing list to receive Form V and other information.

New features

The 1969 edition of NEA*SEARCH includes several major improvements. Most significant are: NEA's new computer, which will provide weekly matches and simultaneous notification printouts to the job seeker as well as the employer; the three-month head start in matching; and the additions in subjects and positions now covered by NEA*SEARCH.

The job-locator service of NEA continues to be available this year to all elementary and secondary teachers, school librarians, counselors, school social workers, TV teachers, and audio-visual specialists and coordinators. The expansion this year (see List A, next page) includes school psychologists, school nurses, adult and religious educators, and as an important beginning step, some administrative positions. In the area of administrative positions, NEA*SEARCH will—in order to maintain confidentiality of records—forward notification of matches to job seekers only.

Only those specialties listed on Form T (rev. 69) can be served through NEA*SEARCH. Additional copies of Forms T and V are available on request or both forms may be duplicated.

The NEA*SEARCH registration fee for professionals is $10 for the hiring season ending in September 1969. The fee is $6 for students seeking their first teaching job. The fee schedule continues to favor NEA and Student NEA members, who get a 50 percent discount. Nonmembers have the option of joining the NEA or Student NEA simultaneously with NEA*SEARCH registration and receiving the same discount.

In addition, there is a special early fee of $8 for those who register before January 1, 1969, and the 50 percent discount for members applies to this too. Early registration will increase the number of vacancies for which each job seeker may be eligible and is therefore advisable, Mr. Payne said.

Matching processes will begin in mid-January, and printouts will be mailed to registrants and employers shortly thereafter.

Employers may contact candidates directly, although the printout to the job seeker notifying him of the match suggests that he make the initial contact.

NEA*SEARCH is a nonevaluative service, Mr. Payne said. It seeks to bring together educators and employers who are then expected to make their own evaluation.

List B / U.S. and Foreign Regions

For use with Item (24). You may select 1 from this list.

U.S. Regions

A East Coast—ME, VT, NH, MA, CT, RI, NY, PA, NJ, MD, DE, WV, VA, DC, NC, SC, GA, FL

B North Central—ND, SD, MN, NB, IA, KS, MO, WI, MI, IL IN, OH

C South Central—OK, AR, TX, LA, KY, TN, MS, AL

D West Coast—WA, OR, CA
E South Mountain—NV, UT, CO, AZ, NM
F North Mountain—MT, ID, WY
P Anywhere in Continental U.S.

Foreign Regions

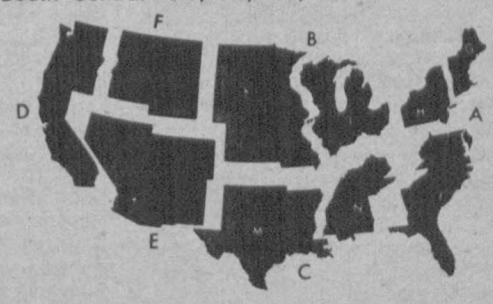
Q U.S. possessions not included in STATE LIST
R Canada
S Other foreign

General

T Any or all above categories

U.S. Subregions

G New England—ME, VT, NH, MA, CT, RI
H Middle Atlantic—NY, NJ, PA
J South Atlantic—MD, DE, WV, VA, DC, NC, SC, GA, FL
K West North Central—ND, SD, MN, NB, IA, KS, MO
L East North Central—WI, MI, IL, IN, OH
M West South Central—OK, AR, TX, LA
N East South Central—KY, TN, MS, AL



NOTE: IT IS NECESSARY TO REFER TO LISTS A, B, AND C TO COMPLETE THE FORM BELOW. LIST B IS ON THIS PAGE; LISTS A AND C ARE ON THE FOLLOWING PAGE.

Cut here and mail—complete both sides of form

NEA-SEARCH

Sponsored by the **NATIONAL EDUCATION ASSOCIATION.** Administered by NCTEPS
1201 Sixteenth Street, N.W. • Washington, D.C. 20036 • (202) 223-9400

You may reproduce this form or get more copies from NEA*SEARCH (address at left).

GENERAL INSTRUCTIONS: The computer will work for you only if you give it information it can work with: write only one letter or number in each box. In Items 1, 2, 3, and 15, leave a blank space between elements to indicate where one word ends and another begins. Use abbreviations as necessary. For all items which ask for a STATE, refer to the 2-letter codes in LIST C.

Form T/Candidate's Questionnaire
Elementary & Secondary

1 *Name* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Last name, COMMA, first name, space, middle name (or initial)

2 *Number and Street* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
Leave space between elements—abbreviate as necessary

See LIST C. Write the *2-letter* Code

3 *City* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐
If outside of U.S., write it here
☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

For identification only: use this number when you write to NEA*SEARCH

4 *Telephone Number* Area Code ☐☐☐ ☐☐☐ ☐☐☐☐

5 *Social Security Number* ☐☐☐ ☐☐ ☐☐☐☐

6 *Year of Birth* 1 9 ☐☐

7 *Title & Sex* ☐ 1 Miss, 2 Mrs., 3 Dr.(Female), 4 Mr., 5 Dr.(Male)

8 Marital Status ☐ 1 Single, 2 Married, 3 Widowed, 4 Divorced, 5 Separated

9 *Number of Dependents (exclude yourself)* ☐

10 *Draft Status* ☐ 0 Not applicable or veteran or not eligible, 1 Deferred, 2 Eligible

11 *Availability status: How long you will be available* (final date)? Mo. ☐☐ Yr. ☐☐

12 *If under contract, when are you required to sign next year's contract?* Mo. ☐☐ Day ☐☐ Yr. ☐☐
If currently not employed, how soon will you be available? Mo. ☐☐ Yr. ☐☐

13 *Highest Education Level Attained Or Degree Expected by August of Current Year* ☐
1 High school or equivalent
2 Two years of college
3 Bachelor's degree
4 Bachelor's degree + 18 hours
5 Bachelor's degree + 30 hours
6 Master's degree
7 Master's + 30 (or Prof. Diploma)
8 Doctorate
(See Note 1, p. 12)

If you have taken the National Teacher Examinations (NTE) Put a "1" here ☐
(These examinations are not recognized by the profession as a necessary condition for employment. However, a few school systems do require them.)

14 *Give the year you received the degree checked in Item 13* 1 9 ☐☐ *If this degree is to be awarded by August of this year, write "1" here* ☐

15 *College or university* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
abbreviate if necessary

16 *Teaching Certificates You Hold (you may indicate two)*

0 None
1 Substandard or emergency (See Note 1, p. 12)
2 Elementary
3 Secondary
4 Junior college
5 Vocational
6 Standard or regular or combined elem.-sec.
7 Admin. and/or Supv.

Type ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a "1" here* ☐
Type ☐ *Issued by the State of* ☐☐ *in the year* 1 9 ☐☐ *If pending, put a "1" here* ☐

Refer to LIST A for Items (17) (18) (19)

(17) *Education and Preparation. On the basis of your education, select from LIST A*
A. Your Major Subject (or number 1 teaching specialty) ☐☐☐
Your Minor Subject (or number 2 teaching specialty) ☐☐☐
B. If you have had (or will have had) practice teaching, put a "1" here ☐

If you have experience in any of the following, indicate here (You may indicate two) ☐ ☐
1. VISTA
2. Peace Corps
3. Teacher Corps
4. Teaching Migrants
5. Dependent Schools (Military)
6. Other Foreign
7. Admin.-Mil.
8. Admin.-Other
9. Community Youth Program and/or Summer Camp

(18) *What subject (position) have you taught (filled)?* (select from LIST A) *Most recently* ☐☐☐ *Earlier* ☐☐☐
Total Number Years of Teaching Experience Including Current Assignment (Exclude practice teaching.) ☐☐
Total Number Years in other areas of the profession ☐☐

(DO NOT DETACH) (DO NOT DETACH)

I have a friend who might be interested in NEA*SEARCH. Please forward details to:

T

Name _____ Major (if known) _____

Address _____

Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036

List A/Subject/Position

For use with Items 17, 18, 19.

(College Subject/Positions NOT Included)

To express your educational background, experience, and job choice, select the item which comes closest to the one you **want**. Keep in mind that individual states and jurisdictions have variant course titles. The Elementary, Junior High, and Secondary headings are merely for convenience; **what really count are the subject descriptions.** Example: Remedial Reading is more often found in elementary education (and hence appears under that heading), but you may use it for secondary level as well. In Item 28, you express your preference for an elementary or secondary position.

Elementary

010—All, K-8; **011**—K; **012**—Grades 1-3; **013**—Grades 4-6; **014**—Grades 7-8; **020**—Art; **018**—Math: **021**—Music Gen.-Specialist; **023**—Music-Instrumental; **031**—Phys. Ed.; **019**—Science.

Junior High

051—General/Multisubject; **047**—Art; **092**—English; **091**—Home Economics; **089**—Industrial Arts; **097**—Mathematics; **059**—Social Studies; **060**—Science.

Special Education

030—Behavioral Disorders; **026**—Deaf and Hard of Hearing; **029**—Gifted; **032**—Learning Disabilities; **022**—Mentally Retarded; **024**—Physically Handicapped; **027**—Remedial Reading; **028**—Speech Correction.

Other Specialties & Misc.

003—Counselor; **007**—Counselor-Elementary; **005**—Counselor-College Admissions; **004**—Counselor-Voc. Guidance; **001**—Preschool; **002**—School Librarian; **006**—School Social Worker; **016**—School Psychologist; **017**—School Nurse; **015**—Curriculum Specialist; **008**—Adult Education; **009**—Religious Education; **035**—AV Building Coordinator; **034**—Educational Media; **036**—TV Production/Utilization; **037**—AV Graphic Production; **038**—Photography (Still/Motion); **039**—TV Teacher.

Secondary

050—General/Multisubject; **052**—Art; **062** Biology; **081**—Business Education; **063**—Chemistry; **071**—Coaching-Baseball; **072**—Coaching-Basketball; **073**—Coaching-Football; **074**—Coaching-Gymnastics; **075**—Coaching-Swimming; **076**—Coaching-Track; **077**—Coaching-Wrestling; **094**—Drama; **064**—Earth Science; **044**—Economics; **093**—English; **053**—French; **061**—General Science; **043**—Geography; **054**—German; **042**—Government; **069**—Health Education; **041**—History; **058**—History-Black and/or Afro-American; **090**—Home Economics; **099**—Humanities; **100**—Industrial Arts-Gen.; **101**—Industrial Arts-Woods; **102**—Industrial Arts-Metals; **103**—Industrial Arts-Electricity-Electronics; **104**—Industrial Arts-Drafting; **105**—Industrial Arts-Automotive/ Power; **106**—Industrial Arts-Crafts; **107**—Industrial Arts-Graphic Arts; **095**—Journalism; **055**—Latin; **098**—Mathematics; **066**—Music-General; **067**—Music-Instrumental; **068**—Music-Vocal; **070**—Phys. Ed.-Gen.; **078**—Phys. Ed.-Athletic Director; **065**—Physics; **056**—Russian; **048**—Safety/Dr. Ed.-Supv.; **049**—Safety/Dr. Ed.-Teacher; **046**—Senior Problems; **040**—Social Studies; **045**—Sociology; **057**—Spanish; **096**—Speech; **080**—Voc. Ed.-Gen.; **083**—Voc. Ed.-Agriculture; **084**—Voc. Ed.-Auto; **082**—Voc. Ed.-Distributive; **085**—Voc. Ed.-Electronics; **086**—Voc. Ed.-Metal; **087**—Voc. Ed.-Wood; **081**—Voc. Ed.-Office Practice; **090**—Voc. Ed.-Home Economics.

Administrative

175—Supervisor; **176**—Consultant/Coordinator; **177**—Consultant/Specialist; **178**—Director; **179**—Superintendent; **180**—Assist. Superintendent; **181**—El. Principal; **182**—Mid. Sch. Principal; **183**—JH Principal; **184**—SH Principal; **185**—El. Assist. Principal; **186**—Mid. Sch. Assist. Principal; **187**—JH Assist. Principal; **188**—SH Assist. Principal; **189**—Federal Coordinator; **190**—Intergroup Relations Coordinator.

Note 1. Items 13 & 16. If you do not hold a bachelor's degree (and do not expect to have it by August of this year) you probably should not register with NEA* SEARCH. This new service is meant primarily for college graduates with regular or standard teaching certificates. There are exceptions which apply to a very few states and certain teaching specialties where trade experience is considered of primary importance.

Note 2. Item 22. NEA*SEARCH now includes a provision to encourage school systems to set up a specific set of criteria for beginning teacher assignments, including (1) professional assistance and a planned orientation program; (2) assignment according to preparation and background; (3) adequate consideration of suggestions and comments; (4) acknowledgment of the principles of equal opportunity; (5) comparable provisions in matters of salary, employee benefits, etc. (Item 22 on this form will be matched against a related item on the employer vacancy description form regarding the importance placed on such criteria by the individual school system.)

Cut here and mail—complete both sides of form

19 *What subject (position) would you like to teach (fill) in your next job? You may select up to 3 from LIST A, and use "X" in all weighting circles, OR, use numerical weights. (See right)* ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○ ☐☐☐ WEIGHT ○

For **special** administrative fields such as "Art Supervisor," select administrative level (175) and follow with subject (052), paying strict attention to weighting instructions at right.

IMPORTANT

WEIGHTING permits you to express how strongly you feel about your choices. The letter "X" will tell the computer that you will consider NO OTHER SELECTION(S). The numerice[1] weights of 3, 2, and 1 allow you to state a relative preference between your selections (Items 19, 25, and 27) and/or the importance of items carrying a single weight. LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM.

X—I INSIST ON IT. (You **must** use "X" if you will accept no other selection(s).)	3—I strongly prefer it. 2—I prefer it. 1—I will accept it.

20 *Optional. You may indicate your ethnic identification. Do so only if you think it will be to your advantage. (Many schools are now furthering integration.)* ☐ 1 American Indian, 2 Cuban, 3 Mexican American, 4 Black, 5 Oriental, 6 Puerto Rican

21 *Indicate your preference as to area and school district populations for your next job.*

A. Area ☐ *B. School District* ☐ *1. 100,000 or more, 2. 50,000 - 99,999, 3. 25,000 - 49,999, 4. 12,000-24,999, 5. Under 12,000* WEIGHT ○

22 *If this is your first teaching job, and you would prefer a school system with a specific set of criteria for the beginning teacher (see Note 2, above) put a "1" here* ☐ WEIGHT ○

23 *If you are NOT a citizen of the U.S., please put a "1" here* ☐

Refer to LISTS B and C for Items (24) and (25)

REMEMBER—LETTER-NUMBER COMBINATIONS CANNOT BE USED IN WEIGHTING AN INDIVIDUAL ITEM

A WEIGHT OF "X" means you will accept no other location(s); you may use the letter "X" in all four preferences (Items 24 and 25). If "X" is used in combination with numerical weights in "States and Metro Areas," the computer will consider **only** the location(s) weighted "X."

BY USING NUMERICAL WEIGHTS 1, 2, 3, or A COMBINATION of 1, 2, and 3, **you keep your preferences broad,** and your opportunities for a match are greater since location range is wider. You will also be selected, in some cases, for positions in areas outside of those listed.

24 *Geographic Preference: —You may select 1 U.S. Region or Subregion OR Foreign Region from LIST B* ☐ WEIGHT ○

25 *—You may select up to 3 from LIST C (States and Metro. Areas)* ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○
("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)

26 *Minimum Annual Salary you request (for school year; typically 180 days)* VERY IMPORTANT $ ☐☐☐☐☐ WEIGHT ○

27 If you prefer to work in a program that can be described by any of the options below, give code numbers here ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○ ☐☐ WEIGHT ○

01 Differentiated Staff	05 Ungraded and New Curricula	09 Teacher Corps
02 Auxiliary Personnel	06 Team Teaching and New Curricula	10 Community Relations
03 Ungraded and Team Teaching	07 Disadvantaged	11 Work-Study Program
04 New Curricula	08 Experimental	12 Intern and Student Teaching

("X" may be used in all weighting circles, but NEVER in combination with numerical weights.)

28 *Indicate type of position you are looking for* ☐ 1 Elementary, 2 Secondary (includes Junior High), 3 Elementary and Secondary, 4 Administration, 5 Other

29 *Optional. If you would consider a position in a school other than public (independent, proprietary, parochial, etc.), put a "1" in the box* ☐

30 *Optional. You may request that your name be kept from your present employer. If you do, put a "1" here* ☐ *and write below.*

Name of School District ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

City ☐☐☐☐☐☐☐☐☐☐☐☐☐ *State* ☐☐ *ZIP* ☐☐☐☐☐ ←*very important*

NEW FEE SCHEDULE: **Teachers:** Before Jan. 1, 1969....$8. After Jan. 1, 1969....$10. **Students:** $6. 50% discount to members of NEA or Student NEA.

Sign applicable space below. Enclose appropriate fee, payable to NEA*SEARCH, and mail this entire page to **NEA*SEARCH, Department 80, 1201 Sixteenth St., N.W., Washington, D.C. 20036.**

(DO NOT DETACH) (DO NOT DETACH)

I certify that these data are correct to the best of my knowledge. I understand that NEA*SEARCH accepts no liability, offers no assurance of placement, and merely seeks to match my qualifications with suitable openings. On accepting a new position, I will notify NEA*SEARCH so that it may remove my name from its list of available teachers.

Attention members of the NEA or the Student NEA: You are entitled to a 50 percent discount on the fee. If you are a member in good standing of either organization and wish to claim a discount, certify by checking NEA ☐ or SNEA ☐, and signing below.

Signature _____ Date _____ Signature _____ Date _____

Optional for nonmembers: I also wish membership in the National Education Association, for which I enclose a separate check for $15, thereby entitling me to the 50% NEA*SEARCH discount. ☐

(Students: See SNEA Chapter on your campus for membership.)

Mail form with registration fee, payable to NEA*SEARCH, Dept. 80, 1201 16th St., N.W., Washington, D.C. 20036

List C/States and Metropolitan Areas

For use with Item 25. You may choose up to 3 from the following two lists.

States

AL—Alabama; **AK**—Alaska; **AZ**—Arizona; **AR**—Arkansas; **CA**—California; **CO**—Colorado; **CT**—Connecticut; **DE**—Delaware; **DC**—District of Columbia; **FL**—Florida; **GA**—Georgia; **GU**—Guam; **HI**—Hawaii; **ID**—Idaho; **IL**—Illinois; **IN**—Indiana; **IA**—Iowa; **KS**—Kansas; **KY**—Kentucky; **LA**—Louisiana; **ME**—Maine; **MD**—Maryland; **MA**—Massachusetts; **MI**—Michigan; **MN**—Minnesota; **MS**—Mississippi; **MO**—Missouri; **MT**—Montana; **NB**—Nebraska; **NV**—Nevada; **NH**—New Hampshire; **NJ**—New Jersey; **NM**—New Mexico; **NY**—New York; **NC**—North Carolina; **ND**—North Dakota; **OH**—Ohio; **OK**—Oklahoma; **OR**—Oregon; **PA**—Pennsylvania; **PR**—Puerto Rico; **RI**—Rhode Island; **SC**—South Carolina; **SD**—South Dakota; **TN**—Tennessee; **TX**—Texas; **UT**—Utah; **VT**—Vermont; **VA**—Virginia; **VI**—Virgin Islands; **WA**—Washington; **WV**—West Virginia; **WI**—Wisconsin; **WY**—Wyoming.

Metropolitan Areas

(Standard Metropolitan Statistical Areas as defined by the U.S. Bureau of the Budget and the U.S. Bureau of the Census.)

01—Akron, OH; **02**—Albany-Schenectady-Troy, NY; **03**—Albuquerque, NM; **04**—Allentown-Bethlehem-Easton, PA; **05**—Anaheim-Santa Ana-Garden Grove, CA; **06**—Atlanta, GA; **07**—Bakersfield, CA; **08**—Baltimore, MD; **09**—Beaumont-Port Arthur, TX; **10**—Birmingham, AL; **11**—Boston, MA; **12**—Bridgeport-Stamford-Norwalk, CT; **13**—Brockton, MA; **14**—Buffalo, NY; **15**—Canton, OH; **16**—Charleston, SC; **17**—Charlotte, NC; **18**—Chicago, IL; **19**—Cincinnati, OH; **20**—Cleveland, OH; **21**—Columbia, SC; **22**—Columbus, OH; **23**—Dallas, TX; **24**—Davenport-Rock Island-Moline, IA-IL; **25**—Dayton, OH; **26**—Denver, CO; **27**—Detroit, MI; **28**—El Paso, TX; **29**—Flint, MI; **30**—Fort Lauderdale-Hollywood, FL; **31**—Fort Worth, TX; **32**—Fresno, CA; **33**—Gary-Hammond-East Chicago, IN; **34**—Grand Rapids, MI; **35**—Greensboro-Winston-Salem-High Point, NC; **36**—Harrisburg, PA; **37**—Hartford-New Britain, CT; **38**—Honolulu, HI; **39**—Houston, TX; **40**—Indianapolis, IN; **41**—Jacksonville, FL; **42**—Jersey City, NJ; **43**—Kansas City, MO; **44**—Knoxville, TN; **45**—Lansing, MI; **46**—Little Rock-North Little Rock, AR; **47**—Long Branch-Asbury Park-Eatontown, NJ; **48**—Los Angeles-Long Beach, CA; **49**—Louisville, KY; **50**—Memphis, TN; **51**—Miami, FL; **52**—Milwaukee, WI; **53**—Minneapolis-St. Paul, MN; **54**—Mobile, AL; **55**—Nashville, TN; **56**—Newark, NJ; **57**—New Bedford-Fall River-Taunton, MA; **58**—New Brunswick-Perth Amboy, NJ; **59**—New Haven-Waterbury-Meriden, CT; **60**—New Orleans, LA; **61**—New York, NY; **62**—Norfolk-Portsmouth, VA; **63**—Oklahoma City, OK; **64**—Omaha, NB; **65**—Orlando, FL; **66**—Oxnard-Ventura-Simi, CA; **67**—Paterson-Clifton-Passaic, NJ; **68**—Peoria, IL; **69**—Philadelphia, PA; **70**—Phoenix, AZ; **71**—Pittsburgh, PA; **72**—Portland, OR; **73**—Providence-Pawtucket, RI; **74**—Richmond, VA; **75**—Rochester, NY; **76**—Sacramento, CA; **77**—Salt Lake City, UT; **78**—San Antonio, TX; **79**—San Bernardino-Riverside-Ontario, CA; **80**—San Diego, CA; **81**—San Francisco-Oakland, CA; **82**—San Jose, CA; **83**—Seattle-Everett, WA; **84**—Springfield-Holyoke, MA; **85**—St. Louis, MO; **86**—Syracuse, NY; **87**—Tacoma, WA; **88**—Tampa-St. Petersburg, FL; **89**—Toledo, OH; **90**—Tucson, AZ; **91**—Tulsa, OK; **92**—Utica-Rome, NY; **93**—Washington, DC; **94**—Wichita, KS; **95**—Wilkes-Barre-Hazleton, PA; **96**—Wilmington, DE; **97**—Worcester-Fitchburg-Leominster, MA; **98**—York, PA; **99**—Youngstown-Warren, OH.

nea reporter

Published by the National Education Association

Vol. 7, No. 13 November 22, 1968 Washington, D.C.

International Curriculum Conference is scheduled

Ole Sand, director of NEA's Center for the Study of Instruction, presents a check to NEA President Elizabeth D. Koontz representing a $25,705 Ford Foundation grant for the planning of a Fourth International Curriculum Conference. Dr. Sand is chairman of the planning committee. At left is NEA Executive Secretary Sam M. Lambert and at right, William G. Carr, secretary general of the World Confederation of Organizations of the Teaching Profession. Dr. Carr is the staff coodinator for the conference.

NEA's Center for the Study of Instruction recently received a $25,705 Ford Foundation grant for the planning costs of a Fourth International Curriculum Conference. The conference will be held near Mohonk Lake, New Paltz, N.Y., October 14-18, 1969.

CSI is leading the planning for the conference, in which the Ontario Institute for Studies in Education in Canada and the Schools Council in the United Kingdom will participate.

The conference will focus on the exchange of ideas for innovative curriculum materials and practices. This is in line with the agenda for the three previous conferences held in 1964 and 1966 in Canada and in England in 1967.

U.K. and Canadian participants will have an opportunity to see at first hand the moves Americans are making toward curriculum design and implementation. Included as a part of the conference program will be visits to American schools. Ways to achieve a more permanent framework for worldwide cooperation in curriculum and instruction will be considered.

The report of the First International Curriculum Conference, titled "New Dynamics in Curriculum Development," and the second, "New Dimensions in Curriculum Development," are available from the Ontario Institute for Studies in Education, 102 Bloor St., Toronto 5, Ontario, Canada. The report of the third conference, "Curriculum Innovation in Practice," is available from British Information Services, 845 Third Ave., New York, N.Y. 10022.

Wisconsin and Texas act

Sweep to unification continues

Actions this month by two more state education associations continued the sweep toward unification of the teaching profession.

On November 8, the Wisconsin Education Association's delegate assembly adopted a resolution for unified professional membership to become effective in the 1970-71 membership year. The 1969 WEA assembly will vote on a constitutional change required to implement the resolution.

Texas also moved toward unification this month, according to Noah Lee, NEA Southwest regional director. The Texas State Teachers Association's representative assembly voted to plan for unification, thus putting Texas among the states committed to local-state-national unity.

The action in Wisconsin means that all six states in the North Central region—Iowa, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin—now have made a commitment to unification. Unification is effective in Minnesota beginning in 1969. Delegates to the Nebraska State Education Association convention next month will vote on unification to become effective in 1969.

The recent actions bring to 31 the number of states now unified or committed to unification.

Suit hits Florida millage rollback

NEA, through its DuShane Emergency Fund, and the Florida Education Association are supporting a lawsuit filed in U.S. District Court, Tampa, Florida, which attacks the constitutionality of millage rollback legislation passed by the 1968 special education session of the Florida legislature.

The suit, brought on behalf of 34 Florida taxpayers and students in Florida's public schools, charges that the millage rollback prevents 24 Florida counties from collecting a "significant portion" of the local taxes these counties have imposed on themselves to improve their schools. Defendants are the county tax collectors and the state comptroller.

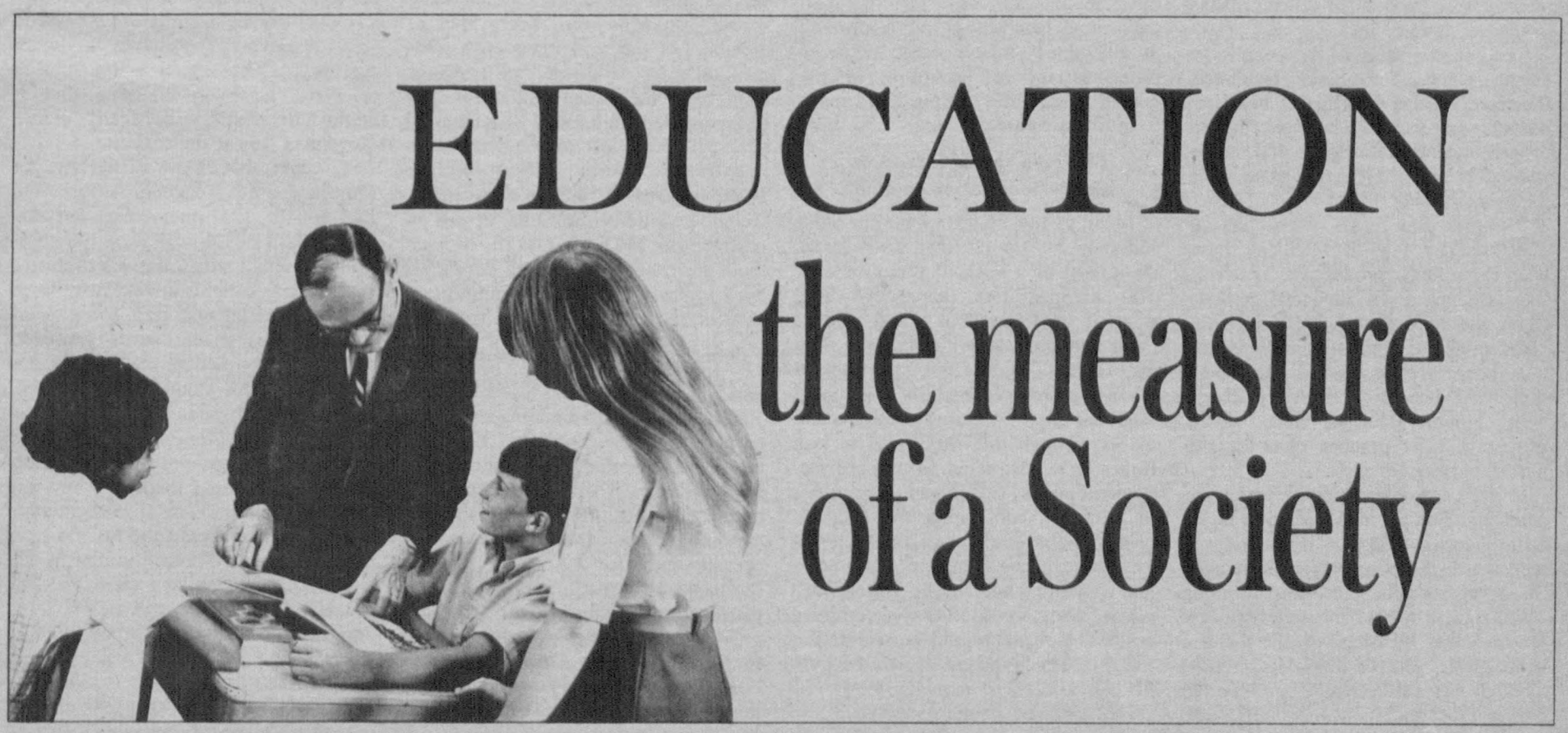
The affected counties are: Alachua, Brevard, Broward, Collier, Columbia, Dade, Dixie, Duval, Escambia, Gadsden, Pasco, Orange, Gulf, Hernando, Hillsborough, Leon, Manatee, Nassau, Pinellas, Putnam, Seminole, Taylor, Volusia, and Walton.

"This legislation is grossly unfair because it limits each county's authority to tax itself for educational purposes and imposes economic hardships on many school districts—particularly the poorer districts," said Cecil J. Hannan, NEA associate executive secretary.

For example, under the millage rollback legislation, one county (Gadsden) is limited to $67 per pupil while another (Charlotte) may raise up to $725 per pupil, he explained.

"As a general proposition NEA and FEA are opposed to any legislation which restricts the people of a county from bettering their educational system by taxes—based on the value of property in the county—which they themselves decide to collect," said Dr. Hannan. "We believe that increased funding for better education should be encouraged, not legislatively limited."

The so-called millage rollback legislation was enacted by the Florida legislature last February and was followed by the mass resignation of some 35,000 of the state's public school teachers.



The above message is appearing on billboards from coast to coast. Twenty-six state education associations are displaying the billboard poster with its message, "Education—the Measure of a Society." More than 2,448 have already been ordered from the National Council of State Education Associations. This is the tenth consecutive year the posters have been available as an annual project of the NCSEA Public Relations Committee.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

PTA guidelines on negotiations, sanctions, strikes

The National Board of Managers of the National Congress of Parents and Teachers has adopted an important statement on the PTA and teacher negotiations, sanctions, and strikes. The statement provides guidelines for state and local PTA's, in response to urgent requests from many PTA units.

The overall guidelines are certain to be of great value to PTA units. Specifically, four points made in the guidelines should serve to move the school systems of the nation in the direction of sounder, fairer ways of working with teachers to ensure quality education in the nation's schools.

These points are:

1. *State PTA's should encourage state legislation which will improve the procedures for negotiations and resolution of impasse.* Such legislation, of course, is now the goal of NEA and its affiliates in many states.

2. *Local PTA's should urge school boards and local teachers' organizations to consider the advisability of developing written agreements on negotiation procedures, including grievance procedures.* NEA has long been urging the developing of such written procedures and reiterated this position in Resolution 68-17, approved at the Dallas Convention.

3. *In case schools are closed by a walkout, local PTA's should urge immediate and continuous negotiations and if necessary mediation to get schools open as soon as possible.* NEA Resolution 68-17 includes these words: "Procedures for mediation, fact-finding, and appeal in the event of impasse must be included."

4. *PTA should not man the classrooms. . . . Not only is manning of classrooms inconsistent with PTA efforts to obtain a qualified teacher in every classroom, but personal liability may be incurred.* NEA Resolution 68-19, also passed at Dallas, is in harmony with this point, saying: "The Association denounces the practice of staffing schools with any personnel when, in an effort to provide high quality education, educators withdraw their services."

The National PTA Board is to be complimented on the forward-looking position it expresses in this statement. By directing itself in a positive way to the changing roles of teachers and their associations, the statement helps build bridges of cooperation and understanding between educators in the schools and friends of education in the communities of the nation.

—Sam M. Lambert, NEA executive secretary

Gaining compliance often tougher than winning laws:

New PN-resistance tactics exposed in Maryland

Winning passage of legislation mandating local school boards to negotiate with teachers represents a beginning, not an end. Negotiation laws offer opportunities for a new approach to productive relationships. However, if the promise is to become a reality, both sides must be willing to implement the law fully.

Experience to date has demonstrated repeatedly that almost any kind of negotiation law can work effectively and productively wherever local authorities are ready and willing to enter into full-scale, good faith negotiations with teachers' chosen representatives. However, even the strongest laws will spark massive conflicts where authorities are determined to resist negotiation and cling to traditional concepts of autocratic prerogatives.

In state after state, despite wide variations in legislative provisions, mandated negotiations have been accompanied by massive confrontations in some districts whereas progress was achieved, either in harmony or with a minimum of friction, in other districts in the very same state.

The facts behind the explosive events which often make headlines, therefore, hold a message of vital importance to teachers who worked hard to gain negotiation rights and might want to believe they have it made once a law is enacted.

The past three years of negotiations mandated by law in Michigan have been exceedingly productive. Teachers' interests have been advanced at three times the pace that held true in the years prior to negotiations. Nevertheless, progress was costly. Michigan's three-year history is liberally dotted with innumerable conflicts, filings of unfair labor practice charges, and hard-fought court cases.

Every favorable decision won by the Michigan Education Association in assisting local affiliates is considered well worth the effort. Such precedents discourage similar resistance among other school boards and relieve teachers in other districts of the burden of battle to protect their legal rights. Though cases of school-board-erected barriers to good faith negotiations are vastly reduced in number today, they still crop up; and in rare cases, some boards are still bent on breaking the backs of associations by trying to provoke teachers into resorting to illegal actions out of sheer frustration.

The precedents set in Michigan or Massachusetts or Connecticut or elsewhere do not always discourage local boards from trying new tactics of resistance in other states as new laws become effective and they must face up to mandated negotiations.

This is the first year of negotiation under law in Maryland and the first case, which is viewed as an attempt to undermine the very fabric of the negotiation process, has arisen even before negotiations could begin.

The scene is Montgomery County and a bit of background will help to understand developments. Last May, in preparation for full-scale negotiations, the Montgomery County Education Association, the recognized exclusive negotiating agent, established 35 task forces to develop a teacher-approved packet of negotiation proposals. The task forces involved teachers on a voluntary basis throughout the district. Working on their own time, teachers at all levels and in all subject matter areas prepared proposals and set priorities. MCEA had them carefully compiled and ready to go by late June.

District's tactic viewed as bid for negotiation conflicts

In July, the county superintendent suddenly set up his own task forces comprised of a selected group of over 100 administrators (some of whom now sit on the school board side of the negotiating table) and fewer than 100 teachers. This group was selected from the 25 percent of the school staff that holds 12-month contracts and works through the summer. The task forces were instructed to prepare recommendations and specify priorities in all areas concerning the district's operating budget for 1970. Their reports were to be completed by August and submitted to the superintendent's office. They would then be compiled and a full report would be released to the total teaching staff and to the public for study, comment, views on priorities, and so on.

It is interesting to note that the roughly 200 people selected were being paid to spend the summer months on a variety of urgent educational assignments, and some of them raised questions about the conflicts created by being assigned to this new task. They were told (and MCEA has written testimony on this score) that the superintendent's task-force-request must be considered priority number 1. Thus, unlike MCEA's voluntary task forces, these were apparently subsidized by public funds.

Early in September, the administration released the compiled recommendations in booklet form for distribution to all schools. Subsequently, some principals sent memoranda to all their staff members stating "We will meet as a total faculty . . .," specifying that teachers were expected to have done their homework by studying the booklet and coming prepared to set priorities for their school based on the recommendations provided.

MCEA members quickly became suspicious of an administrative task force following their own association's task force and felt that this maneuver was an open bid for conflict. In some cases, suspicions were aggravated as members of the superintendent's summer task forces noted omissions or changes in the recommendations they had prepared and found that a good deal had been lost in the translation into booklet form. When teachers noted the wide variations between the recommendations they had helped to produce on MCEA's task forces and those reported to have been developed by a selected group of 12-month employees, they were even more troubled.

Sudden creation of ombudsman sparks anti-MCEA suspicions

While MCEA was tackling this threat to good faith negotiations, a second blow was delivered. The school board suddenly established a brand new administrative position carrying the title of "ombudsman." Interestingly enough, the appointee for the position turned out to be the former leader of an independent organization that had been created to compete with the MCEA for members. The formal announcement (of the position and the appointment) invited teachers to bring their complaints and grievances to the new office and assured them that the ombudsman was there to help them and would protect their anonymity at their request.

It was a lack of such communications which had created mounting frustrations among Montgomery County teachers during the past five years. Had good communications channels existed, MCEA firmly believes that the strike it led last spring would never have had to be called. However, sudden adoption of an ombudsman on the heels of the enactment of a long-sought negotiation law quickly became suspect among teachers. Many viewed this development as an outright attempt to undermine MCEA in grievance handling; many noted that it appears to encourage teachers to save their dues money when they can get such services free of charge.

Meanwhile, footdragging best describes the school board's posture on negotiations. MCEA was ready to proceed with substantive negotiations on October 1. Nevertheless, there has been delay. Recently, MCEA asked for all-day negotiations on November 5. Schools would be closed for election day and teacher-negotiators would be free to devote themselves to some real work. The school board refused to meet, however, claiming that it could not possibly be ready before November 13, at the earliest.

To date, MCEA, assisted by the Maryland State Teachers Association, has sought the intervention of the State Board of Education on the question of conflict with MCEA's exclusive representation rights under law through the superintendent's task force operations. The state board, however, failed to take action on the grounds that the School Code entitled the superintendent to conduct such operations; the negotiation law did not cancel such Code provisions; and besides they doubted there was any real intent to circumvent the negotiation law. However, should the MCEA have concrete proof of real damage in this regard, another hearing would be held.

MCEA, therefore, will either file an appeal with the state board or will consult with NEA and MSTA about seeking relief in the courts. Thus, in Maryland, as elsewhere, struggles to win negotiations under law soon demand new struggles to consolidate the victory and get the law fully implemented.

California teachers hold protest march

Banners were held high as some 500 teachers and parents marched in Daly City, California, this month to protest a school board's refusal to accept mediation of a salary dispute. The march, plus threats of "minimum days" of school, brought success.

A massive protest march and threats of "minimum days" pushed a northern California school board early this month into accepting mediation of a bitter ten-month salary dispute.

Some 500 Daly City teachers and parents took part in the march, held November 1. Many carried signs and posters calling upon the board to accept mediation. They walked silently to a mass meeting, where the Jefferson Classroom Teachers Association voted 342-31 to ignore a restraining order issued earlier in the day.

The court had ordered teachers to stay in their classes the full school day established by the local board.

The teachers had publicized plans to observe only the 230-240 minute "minimum day" mandated by state law. They would have dismissed their classes 60 to 90 minutes earlier than stipulated by the local school board.

Faced with the march, the threatened minimum days, and a protest meeting of 300 parents, the board finally capitulated.

Five days after the march, the board agreed to a blue-ribbon citizens panel. Headed by the Daly City mayor, the panel was to bring a salary recommendation to both sides and to evaluate the overall negotiations situation in the district.

California cuts no-strike policy

The California Teachers Association this month relaxed its no-strike policy and put new bite into its sanctions procedure. The action of the 457-member State Council of Education amends a long-standing CTA no-strike policy.

Teachers and their employees are still urged to avoid strikes by using alternative means of resolving disputes. But if a local association chooses to strike, the 167,000-member CTA will now "offer all of the services at its command to the chapter concerned to help resolve the impasse."

Carr scholarship award offered for second year

Applications for the second annual William G. Carr Scholarship may be submitted until April 15, 1969, the scholarship fund committee announced this week. The scholarship award was established in the name of the former NEA executive secretary to promote two of Dr. Carr's primary interests: international education and the strengthening of independent professional education organizations.

In keeping with the plan to alternate from year to year the category in which the award is given, the 1969 scholarship will be in international education.

The scholarship award—$1,000—is designed to encourage and develop the capable and constructive leadership the teaching profession needs to achieve its goal of quality education. To qualify this year, a person should be a graduate student in the United States studying international or comparative education, or a teacher from this or another country interested in aiding and studying teachers associations in other countries.

Application forms are available from the William G. Carr Scholarship Fund Committee at NEA Center.

A staff committee will review the applications and present a list of 10 names to a subcommittee of the NEA Executive Committee, which will select the winner.

nea reporter

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400

Elizabeth D. Koontz ..President
Sam M. Lambert Executive Secretary
John D. Sullivan .....Publisher

* * * *

Prepared by the NEA Journal Division:

Mildred S. Fenner .....Editor
Walter A. Graves Managing Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce Editorial Associate

Special contributors to the REPORTER:

Sylvia Brotman ....urban information specialist, Division of Field Services
David H. Foerster ....legislative information editor, Office of Legislation and Federal Relations
Jean O. Heflin ....editorial assistant, Association of Classroom Teachers
Lillian Mahayni .....staff assistant, National Commission on Teacher Education and Professional Standards
Regina B. Parlett .....assistant secretary, Citizenship Committee

Address REPORTER correspondence to:
Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

National election

House committeemen returned by voters

Voters in the November 5 elections returned all members of the House Education and Labor Committee who were running for reelection. In all probability, the composition of the committee will remain much the same in the 91st Congress, with Rep. Carl D. Perkins (D-Ky.) as chairman.

Mr. Perkins, a patient, hard-working sponsor of many federal aid measures, including the historic 1968 higher education and vocational education amendments, was appointed chairman of the full committee in January 1967.

Mr. Perkins has supported federal education aid since he first came to Congress in 1948. He was a co-author of the impacted areas program and a sponsor of the 1956 Library Services Act. He was architect of the Vocational Education Act of 1963, and, as chairman of the General Education Subcommittee, shepherded the Elementary and Secondary Education Act of 1965 through marathon hearings and passage by the 89th Congress.

Four familiar committee figures will be missing in the 91st Congress. Rep. Elmer J. Holland (D-Pa.) died earlier this year. Rep. Charles Goodell (R-N.Y.) was appointed to serve out the term of the late Sen. Robert F. Kennedy. Rep. Edward J. Gurney (R-Fla.) won a Senate seat in the November election. Rep. James C. Gardner (R-N.C.) lost in the gubernatorial race in his home state.

Carl D. Perkins
Committee chairman

The makeup of the Senate Labor and Public Welfare Committee, which handles education bills, remains in doubt. Chairman Lister Hill (D-Ala.) retired from the Senate this year. His likely successor as chairman was Wayne Morse (D-Oreg.), who was trailing in a tight race at press time. Observers predict that Senator Hill's successor will be Sen. Ralph Yarborough (D-Tex.), next in seniority to Senator Morse. Sen. Joseph S. Clark (D-Pa.), was defeated in his bid for reelection. Sen. Walter F. Mondale (D-Minn.) replaced Sen. Robert F. Kennedy on the full committee, but did not serve on the education subcommittee.

Two-wheeled instruction

Guidelines will be set for motorcycle safety

A project to prepare guidelines for motorcycle instruction in schools was recently undertaken by the NEA National Commission on Safety Education and the American Driver and Traffic Safety Education Association, a department of NEA, with support of the Motorcycle, Scooter, and Allied Trades Association. An advance study group met at NEA Center in October to outline plans for a national delegate conference to be held early next year.

During the decade of the 60's, the study group participants were told, motorcycle registrations in the United States have increased by more than 400 percent. High-school-age youngsters are turning more and more to the two-wheeled vehicle for transportation and pleasure. Accident incidence is increasing and cyclists are being killed and injured.

"The motorcycle is with us," Safety Commission Executive Secretary Norman Key told the study participants. "It is relevant to the young men and women in our schools."

Asked whether schools should extend driver education programs to include instruction in motorcycle operation, he said: "We can be certain that boys and girls in expanding numbers are using these machines; they'll do it with or without planned instruction in the schools. Our job is to prepare them for the streets and highways and to sensitize other highway users to the inevitable presence and influence of cycles on the traffic complex."

National Science Teachers plan technology institute

A new project on educational technology of the National Science Teachers Association, made possible by a $65,000 grant from the U.S. Office of Education, is expected to result in the preparation of materials for an institute for science supervisors.

These will be self-instructional materials for future institutes. Some of the materials will be usable by the supervisors for in-service programs for teachers at the local level. The project thus has the dual purpose of informing the supervisors about the use of materials on educational technology and providing them with packages of self-instructional materials which can then be taken home and used in their own teacher in-service programs. The packages will include programed sequences, filmstrips, slides, and scripts, as well as specifications and procedures of instruction. Each package will list expected learning outcomes and will contain methods of assessing achievement.

"Science supervisors and teachers with whom they work in the nation's schools," Herbert Smith, director of the project, said, "anticipate a rapidly expanded use of technological devices—from programed instruction sequences to computer teminals—in science classes at all levels." Mr. Smith is associate dean for education, Colorado State University.

For Illinois constitution

Teachers back referendum

Illinois teachers are being credited with making the difference in the passage of a referendum to call a State Constitutional Convention. With 93.7 percent of the November 5 vote counted (approximately 4 million), nearly 2.4 million yes votes had been recorded, and passage seems assured.

'Con-Con' question

The Illinois Education Association's Legislative Commission was instrumental in the decision of the legislature to submit the "Con-Con" question to the voters. Following approval by the legislature, the commission reaffirmed its support of the issue. The IEA Citizenship Commission endorsed the measure wholeheartedly and gave it top priority.

A team from the IEA Citizenship Commission attended the Political Clinic in St. Louis last September and wrote a blueprint for holding state and local clinics centered around passage of the Con-Con referendum. At these clinics, held last spring and culminating with a clinic in Springfield on the nationwide Teachers-In-Politics Weekend (April 5-7, 1968), plans were laid for a massive campaign to turn out a favorable vote in the November 5 election.

Speakers' bureau

Cooperating with the League of Women Voters, the state Congress of Parents and Teachers, the Illinois Association of School Boards, and other groups, the IEA organized for Con-Con. IEA members and staff served on speakers' bureaus, traveling all over the state to give speeches and lead discussion groups. An IEA Discussion Topic monograph written by the executive secretary of the Illinois Committee for Constitutional Convention, Margaret S. Norton, was published in the state journal and was reproduced by IEA for use by civic groups throughout the state.

Wayne Stoneking, IEA executive secretary, served on the state committee to promote the convention. IEA members circulated a brochure, "Vote YES on Con-Con—Vote for Illinois' future," jointly published by the IEA, the Congress of Parents and Teachers, and the Association of School Boards.

Six percent increase

Auto deaths up, insurance expert warns

Figures from the National Safety Council show a six percent increase in automobile deaths in the first eight months of this year, as compared to the same time span in 1967, Arnold W. Wolpert, director of the NEA Special Services Division, reported last week. He added that the council's figures show that there were 1.9 million persons disabled from injuries in car accidents last year.

"Although this is a topic we all prefer not to discuss," Dr. Wolpert said, "I mention it because the majority of NEA members drive cars and because NEA's Accidental Death and Dismemberment Insurance Program is a leader in the field."

The NEA insurance program has these features, he pointed out:

- It costs only $19 annually.
- It provides accidental death or dismemberment coverage up to $100,000 while a passenger in a public conveyance, $30,000 while in an auto or as a pedestrian, and $12,500 in any other accident.
- Spouse and each child can be protected at no extra cost.
- Coverage is around the clock, around the world (except in war areas).
- No medical examination is required and there are no age limitations.
- Protection starts from the date of the postmark on the envelope containing a member's enrollment form and initial contribution.

All NEA members who are also members of their state and local associations (if eligible) can take advantage of the program. Details are available from the Special Services Division.

Information systems workshop at NEA Center

A National Workshop on Management Information Systems was held recently at NEA Center. Sponsored by the Association for Educational Data Systems and the Capitol Area Chapter of AEDS, the workshop included discussion of MIS concepts and demonstrations of MIS tools. One of the speakers, William Emerson, superintendent of Oakland County (Mich.) Schools told participants how a regional data system can be of use to individual schools in the system. The group also saw demonstrations of information retrieval by telephone and teletype. Russell E. Weitz (above), director of the NEA Division of Data Processing, demonstrates retrieval of membership records from the IBM 360 computer to: (left to right) Donald Horner, Fairfax (Va.) Schools; Will Millard, District of Columbia Schools; Stanley Cobb, Kanawha Co. (W. Va.) Schools; Roy Nehrt, U.S. Office of Education; Claudette Helms, D.C. Schools; Nelson Logan, Utah Data Processing Project; and George Tankard, Fairfax (Va.) Schools.

names in the news

The NEA Executive Committee recently appointed **Thelma Spannbauer,** elementary teacher, Coulston School, Shelbyville, Ind., and president of the Indiana State Teachers Association, to fill an unexpired term on the NEA Legislative Commission.

The Committee also appointed the following persons to the Human Relations Council of the NEA Center for Human Relations: **Wade Wilson,** from the NEA Executive Committee; **Maria Urquides,** NEA Board of Directors; **Nick Duff,** Professional Rights and Responsibilities Commission; **Betty Buford,** Association of Classroom Teachers; **Clymathes King,** National Council of Urban Education Associations; **Catharine O'C. Barrett,** National Council of State Education Associations; **Juanita Kidd,** NEA Legislative Commission; and **Walter O'Brien, Jean Grambs, Joseph C. Duncan, Lillian Madison, Edward Elliott,** and **Leo Reano,** members-at-large.

The NEA Board of Directors has appointed the following advisory committee to the NEA DuShane Emergency Fund: **Charles Harris,** executive secretary, Delaware State Education Association; **Ellen F. Datcher,** association president, District of Columbia; **Jane Walker,** NEA director, Pennsylvania; **Juanita Kidd,** NEA director, Oklahoma; **Kathleen Walsh,** classroom teacher, Kansas; **Thelma Jo Christy,** classroom teacher, Missouri; **George Fischer,** NEA president-elect; **Nelson Kreuze,** NEA treasurer, ex officio; **Joe Reed,** executive secretary, Alabama State Teachers Association; **James M. Lynch, Jr.,** Glassboro (N.J.) State College; and **Elizabeth Koontz,** NEA president, ex officio.

John Van Schoonhoven, director of professional standards and Student NEA-FTA consultant for the Oregon Education Association, has accepted the position of FTA coordinator for NEA's Association of Classroom Teachers, effective January 2.

During the annual convention of the Kansas Congress of Parents and Teachers in Topeka recently, **Corma A. Mowrey,** director, NEA Division of Organization Relations, was awarded an honorary life membership in appreciation of NEA services rendered to the Kansas PTA. **C. B. Huff,** president, conferred the award.

Velma Linford of Cheyenne, Wyoming, a former member of the NEA Executive Committee and the NEA Board of Directors, was a Democratic candidate this fall to the U.S. House of Representatives. A former Wyoming state superintendent of public instruction, Miss Linford is now special assistant to the associate director of Volunteers in Service to America (VISTA), Washington, D.C.

Don Baer, former executive secretary of the Milwaukee Teachers Education Association, is now executive secretary for the Association of Classroom Teachers of Los Angeles.

Robert J. Keller, dean, College of Education, University of Minnesota, is the new vice-president and president-elect of the American Association for Higher Education. He will become president in 1969-70. AAHE president this year is **C. Addison Hickman,** Vandeveer professor of economics, Southern Illinois University.

Donald E. Hawkins, former staff member of the National Recreation and Park Association, is now assistant executive secretary and consultant for recreation and outdoor education with the American Association for Health, Physical Education, and Recreation.

New assistant secretary of the National Commission on Teacher Education and Professional Standards is **Patricia Lawlor Reed,** who was director of training and development to foster internship programs for school administrators for the Hawaii State Department of Education in cooperation with the University of Hawaii.

Robert H. Johnson, Jr., who was director of the division of educational research at the University of Montana, became executive secretary of the Colorado Education Association in September. He succeeds **Elbie Gann,** who resigned to become president of Colorado Mountain College.

Felton A. Brown of Chalmette, Louisiana, 1967-68 president of the Association of Classroom Teachers of the Louisiana Teachers Association, has joined the LTA staff as field secretary.

James W. Kanthak, former chairman of the Classroom Teachers Department Committee of the California Teachers Association and one of the two original Hilda Maehling Fellows of ACT, has been appointed director of publications and information of the Carson City office of the Nevada State Education Association.

The president of the Journalism Education Association, **Ruth Marie Griggs** of Broad Ripple High School, Indianapolis, Indiana, was recently named High School Journalism Teacher of the Year by the Newspaper Fund of Princeton, New Jersey. JEA is an NEA department.

NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Idaho Education Association	Idaho Public Schools
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Texas State Teachers Association	South San Antonio Independent School District

When an association officially reports that conditions have improved in any of the above districts or systems, the NEA REPORTER will announce the action.

Teachers plan for minority involvement

Participants in the first meeting of the ACT Forum are pictured during a break in discussion. From left to right are Ruth Trigg, of Barrington, Illinois, ACT past president and ACT executive committee liaison with the forum; Lithangia Robinson, of Atlanta, president-elect of the Department of Classroom Teachers of the Georgia Teachers and Education Association; and Ouida Ott, of Charleston Heights, South Carolina, past president of the Association of Classroom Teachers of SCEA.

Members of the ACT Forum met for the first time October 25-27 at NEA Center to begin their task of seeking ways to ensure minority group involvement and participation in the Association of Classroom Teachers.

The forum was created by the ACT executive committee in February 1968 to (a) spell out the concerns of minority groups, (b) channel these concerns to ACT officers and official bodies, (c) ensure minority group representation in the formulation and implementation of ACT programs and policies, and (d) identify and encourage professional leaders from minority groups.

Initially the forum is addressing itself to the concerns of Negro members, who constitute the largest minority group in ACT.

Forum members, who represent all sections of the country, are Diana Almeida, Tampa, Fla.; Karl Boone, Baltimore; Antonio Flores, Mission Hill, Calif.; Fred Garcia, Santa Fe, New Mex.; Grace Grantham, Portland, Oreg.; Cornelia Jackson, Pontiac, Mich.; Valrie Johnson, Houston; Earl Jones, St. Louis; Mary Kashiwagi, Seattle; Ouida Ott, Charleston Heights, S.C.; C. "Bo" Patrick, Yorktown Heights, N.Y.; Julius Roastingear, Gallup, New Mex.; Lithangia Robinson, Atlanta; Mary Carole Robinson, Fort Apache, Ariz.; and Verna Taliaferro, Tulsa, Okla. Ruth Trigg, ACT past president, is serving as the forum's liaison with the ACT executive committee.

The next meeting of the forum is scheduled for December 13-15.

Finance committee says:

$19 million needed for Idaho schools

The Idaho Education Association's School Finance and Administration Committee has reaffirmed the need for an appropriation of not less than a $19 million increase in state funds to finance the Idaho public schools for 1969-71.

The committee rejected as inadequate the increase of $15.5 million in state funds earlier recommended by the state superintendent of public instruction. This is the amount adopted by the State Board of Education as the recommended increase in state aid to the public schools.

A salary increase of about $750 per teacher for the first year of the biennium is recommended by the IEA; the state superintendent and the board have recommended $500. Even a $750 increase, the School Finance and Administration Committee says, would leave Idaho teachers substantially below salaries currently being paid in most other states.

In addition to increasing salaries, the $19 million recommended by the IEA is intended to provide for supportive services, improved guidance and counseling services at the elementary and secondary school levels, a state-supported summer school kindergarten program, improved libraries and trained librarians, standards for private kindergartens, and an approval program for elementary schools and junior high schools.

Plaques awarded

NEA commission honors 66 in the 90th Congress

The NEA Legislative Commission has given distinguished service awards to 66 Congressmen and Senators who gave substantial support to education programs in the 90th Congress.

The recipients included the majority and minority leaders in both chambers, plus selected members of education and education appropriations committees.

The award, a mounted plaque, reads as follows:

"For distinguished service—the Legislative Commission of the National Education Association presents this award to the Honorable ——— in appreciation for his contribution to American education. Ninetieth Congress, 1968."

The awards were presented by John M. Lumley, NEA assistant executive secretary for legislation and federal relations; Frances M. Carnochan, chairman of the NEA Legislative Commission; and other members of the commission and LFR staff.

Such awards are presented at the close of each Congressional session on the basis of voting records on key issues in education.

Professional staffing

NEA affiliates seek applicants

Colorado Education Association is seeking an assistant the permanent, full-time position of assistant director for field services. The salary range is from $8,050 to $12,450; experience and education will be taken into consideration. Applications should be filed this month; forms are available upon request. Write to: Wendell K. Newman, director, Division of Field Services, CEA, 5200 South Quebec St., Englewood, Colorado 80110.

Minnesota Education Association is seeking an assistant director for public relations with special competence in the areas of promotion, displays, exhibits, internal publications, and the electronic media; starting salary range $11,000 to $11,880 plus benefits; write to: Mr. A. L. Gallop, executive secretary, Minnesota Education Association, 41 Sherburne Avenue, St. Paul, Minnesota 55103.

The following local associations are seeking directors:

South Oakland Districts Association (Michigan) is accepting applications until December 15. The salary is planned to be competitive; due consideration will be given to the candidates' qualifications and experience; a sizeable packet of fringe benefits is assured. SODA is composed of four local associations in small districts located directly north of Detroit—Clawson, Ferndale, Hazel Park, and Troy. They have combined forces in order to employ an executive director. Each of the associations is the sole negotiating agent for teachers and their local dues range from $25 up to $38; the four districts combined employ roughly 1,200 teachers in grades K-12 and 1,100 of them are members of the united profession in this unified state. SODA has an established office and an experienced office secretary. Write to: Mr. Robert Corsini, South Oakland Districts Association, 24619 John R., Hazel Park, Michigan 48030.

Stockton (California) Teachers Association, salary subject to negotiation with qualified applicant (current director is paid $15,795); write to: Mrs. C. K. Gordet, president, Stockton Teachers Association, 2520 Beverly Place, Stockton, California 95204.

Palm Beach County (Florida) Classroom Teachers Association, salary range $14,000 to $18,000; write to: Mr. Joseph A. Orr, Palm Beach County CTA, 715 Spencer Dr., West Palm Beach, Florida 33401.

Niagara Falls (New York) Teachers Association, salary range $10,000 to $12,000; write to: Mr. James J. Woelfle, Executive Secretary Committee, 1036 91st Street, Niagara Falls, New York 14304.

Cincinnati (Ohio) Teachers Association, salary range $12,000 to $15,000; write to: Mr. Carl Sulek, past president, Cincinnati Teachers Association, 310 Oak Street, Cincinnati, Ohio 45219.

Educational Association of Worcester, Massachusetts, starting salary to be negotiated; write to: Mr. Frederick J. Reilly, president, Educational Association of Worcester, 340 Main Street, Worcester, Massachusetts 01608.

Maehling program deadline extended until December 6

The Association of Classroom Teachers has extended to December 6 the deadline for applications for the Hilda Maehling Fellowships for Classroom Teachers, including the World Affairs Fellowships.

This year the World Affairs Fellowships program has been expanded to provide grants of $500, $100, and $50.

The Hilda Maehling Fellowships are designed to enable classroom teachers to carry on projects that will help them develop improved professional techniques and advance professional association work. The World Affairs Fellowships were established specifically to help classroom teachers develop in students a greater understanding of world affairs.

Applications for the fellowships may be obtained from ACT at NEA Center.

California local imposes sanctions

Teachers in Fall River, California, have imposed local sanctions and made application for state and national assistance.

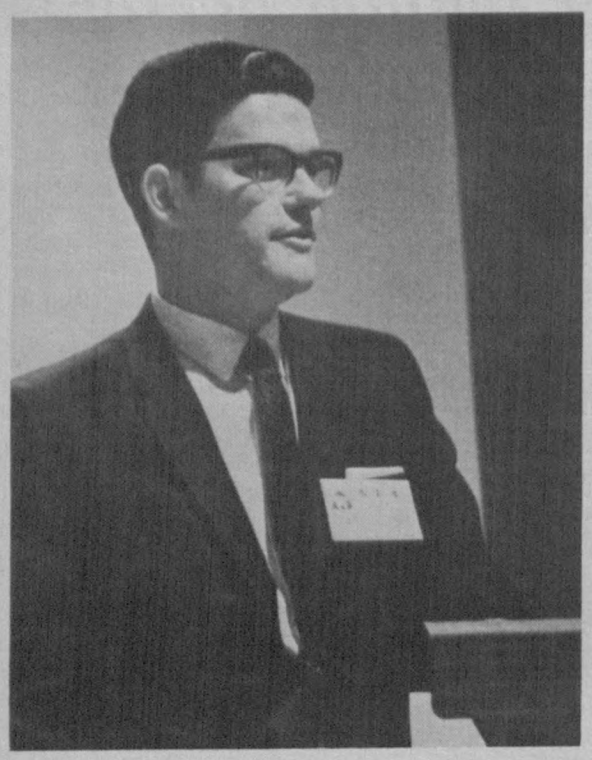
The 75-member Fall River Education Association claims that salaries are grossly substandard, that the administration and school board have not negotiated in good faith, and that educational and personnel policies are antediluvian.

David Podbielski, president and acting executive secretary of the California Teachers Association-Northern Section, and a Fall River math teacher, reports that the board enacted a unilaterally devised salary schedule that had been rejected by the teachers' negotiating panel.

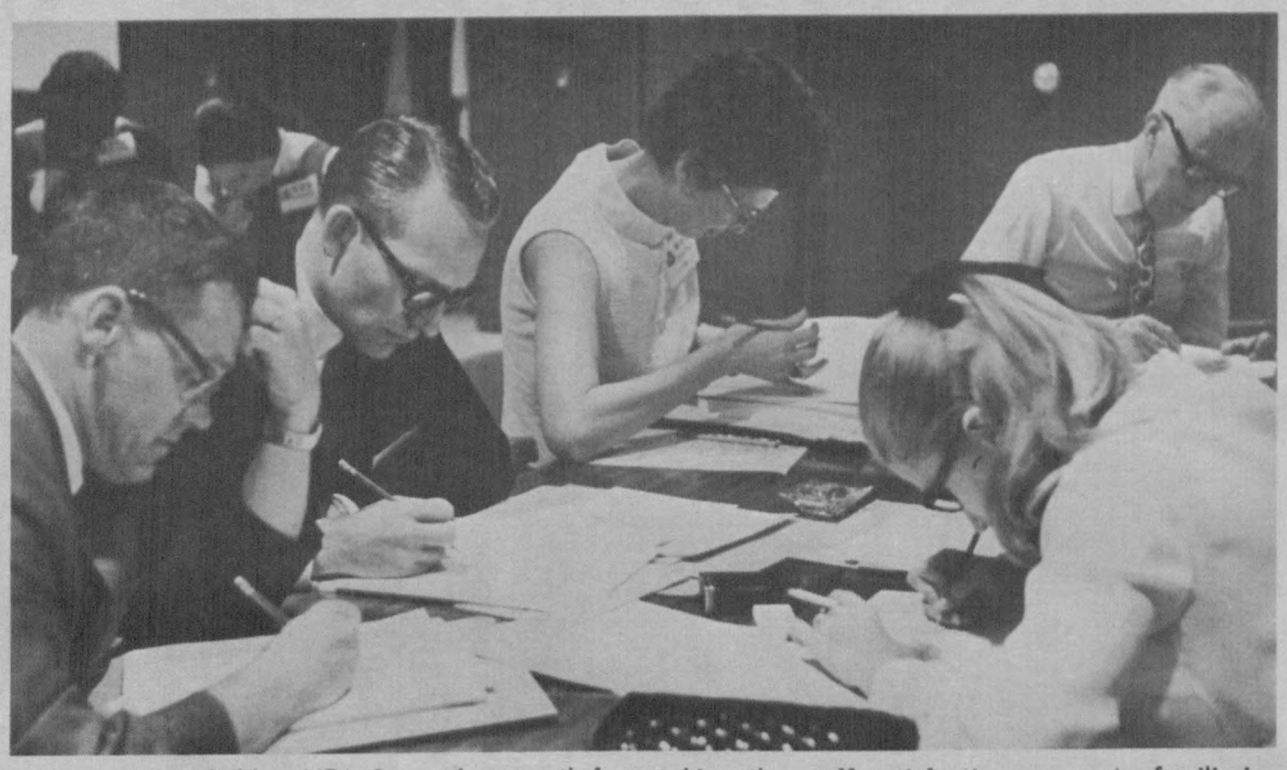
Elizabeth Polley, FREA president, reports that a staff satisfaction survey turned up 52 areas of personnel and educational policies and practices in which teachers consider the district "seriously deficient."

NEA Convention, 1969:
June 30-July 5 — Philadelphia

35 state research directors learn about NEA services



Glen Robinson, NEA assistant executive secretary for research, welcomes participants to the first workshop sponsored by the NEA Research Division in cooperation with the National Council of State Education Associations and the State Education Research Staff Association. It was held at NEA Center last month.



The workshop held at NEA Center last month for state research directors covered small sample survey techniques; basic statistics; administration and interpretation of the staff satisfaction survey, which is to be administered in the various states in cooperation with the NEA Research Division; and questionnaire construction. Participants above are taking the staff satisfaction survey to familiarize themselves with it before it is sent out to the states. Left to right around the table, they are: Daryl McCarty, Utah; Robert Frazier, Arizona; Dorothy Brazzle, Iowa; Thomas Northey, Michigan; and Jeanette Vaughan, NEA Research Division.

Nat'l Educ. Assn. photos (Graybeal)

Washington session will focus on auxiliary personnel

NEA's National Commission on Teacher Education and Professional Standards and the New Careers Development Center in New York City will sponsor a joint conference on the role of auxiliary and paraprofessional personnel in the public schools. The conference will be held in Washington, D.C., January 9-10.

The conference will focus on the selection, training, and operation of existing auxiliary personnel programs in the context of new staffing patterns for schools. The meeting will bring together representatives of large school systems which employ auxiliary personnel; local, state, and federal government officials; and other interested organizations.

Conference participants will grapple with such topics as:

- The current training and use of paraprofessionals in the schools and their role in the learning process
- The development of career advancement systems within the schools with respect to their impact on learning
- Present and potential models for future development
- Identification of available resources.

Program speakers will include Congresswoman Edith Green; Mario Fantini, Ford Foundation; Don Davies, U.S. Office of Education; Frank Riessman, director of the New Careers Development Center; and Roy Edelfelt, NCTEPS executive secretary.

The New Careers Development Center was established to coordinate and disseminate fresh information and creative ideas to community agencies involved in the development of human potential.

Although the Center is a private organization, the many career development centers across the country are an outgrowth of the Community Action Programs made possible by the 1964 Economic Opportunity Act and expanded further through a 1966 amendment to the Economic Opportunity Act.

1968-69 NEA theme:
"A Time for Educational Statesmanship"

The group attending the workshop was oriented in the operation and services of the NEA Research Division. They also explored methods of cooperation between NEA and the states. Alton B. Sheridan (left), assistant director of the NEA Research Division, explains the procedures of the staff satisfaction survey to Marilyn Pajot, Georgia; Ernestine Talbert, Mississippi; and Fred Crosson, Tennessee. Simeon P. Taylor III, assistant director of the NEA Research Division, coordinated the workshop.

In California and Oregon

Voters reject school tax limits

Constitutional amendments to limit or eliminate the property tax as a source of revenue for the schools failed dismally November 5 in California and Oregon.

Proposition 9, the California "tax trap initiative," was swamped by nearly 2.5 million votes, or a 2-to-1 margin. The measure would have entirely eliminated property tax levies for "people-related services," including education.

In Oregon a similar proposition lost by a 5-to-3 margin. The Oregon initiative would have placed a 1½-percent ceiling on the total property tax rate for all public services.

Defeat of the California proposition was achieved by a coalition of educational, business, labor, and political groups headed by the California Teachers Association.

In mid-October NEA's DuShane Emergency Fund granted CTA up to $75,000 for legal fees accruing from the campaign.

NEA Associate Executive Secretary Cecil J. Hannan noted that Proposition 9 was "an attack on the rights and welfare of each of California's 200,000 teachers."

The proposition would have wreaked carnage on teacher retirement systems, eliminated most fringe benefits, dropped teacher salaries below those in most other states, and forced a halt to all new school construction.

"It is fortunate," said Dr. Hannan in announcing the DuShane grant, "that the united teaching profession had the resources to contribute to the determined battle against this pernicious measure."

Jubilant in the victory, CTA Executive Secretary Jack D. Rees nevertheless warned that sponsors of the "tax trap" proposition might well try again. "We may not have heard the last of this kind of attack on public education," he said, "and the only way we can defend our teachers and schools is by standing and fighting together.

"I am especially pleased that NEA contributed to our victory here in California. When the teaching profession is truly united, 'teacher power' will mean that both our league of defense and our alliance for progress will be invincible," he added.

current

What's going on in TV, radio, press, and national magazines

Television
(All times are Eastern)

Discovery—*Sunday, December 1, ABC-TV, 11:30 a.m.* Recreates life in America at the beginning of the 20th Century. *December 15,* "The ASPCA—The World's Biggest Doghouse."

Jerzy Grotowski's Polish Laboratory Theater, *Sunday, December 1, NET-TV, PBL, 8 p.m.* "Acropolis."

National Geographic Society—*Tuesday, December 3, CBS-TV, 7:30 p.m.* "Reptiles and Amphibians."

CBS-News Special—*Tuesday, December 3, CBS-TV, 10 p.m.* "Mr. Justice Black."

CBS Playhouse—*Wednesday, December 4, CBS-TV, 9:30 p.m.* An original drama about a white middle-class college student who chooses to tutor a black grade-school boy.

The Secret of Michelangelo: Every Man's Dream—*Thursday, December 5, ABC-TV, 9:30 p.m.*

Pinocchio—*Sunday, December 8, NBC-TV, 7 p.m.* With Burl Ives as Gepetto.

A Charlie Brown Christmas—*Sunday, December 8, CBS-TV, 7:30 p.m.*

Birth and Death—*Sunday, December 1, NET-TV-PBL.* An essay by Producer Arthur Barron which captures the joy of life's beginning via natural birth, and a touching portrayal of death. *December 8,* "Hear Us O Lord," a story of a family caught up in school bussing suit.

Magazines
(December issues)

Atlantic — "Decentralization Fiasco and Our Ghetto Schools," by John R. Everett, president of New School for Social Research.

Ebony—"Black History in the Schools," by Charles H. Harrison.

Eye—"Students, Yes God Is Alive and Well and Everywhere," by John Cogley. "How 18-Year-Olds Can Win the Vote," by Phillip Werdell.

Glamour—College Section—"The Activist Clergy on Campus."

Good Housekeeping—"Science Reading List: Mathematics and Space."

Mademoiselle—College Section—"Union of Independent Colleges of Art: Six Schools."

Parents—"Magic World of Books," by Aletha Lindstrom. "A Child's Eye View of Friendship," by Dorothy Siegel. "The Teacher I'll Never Forget," by Nick Seitz, tells of impressions of most remembered teachers of David Brinkley, Ralph Bunche, Cindy Adams, and others.

Reader's Digest—"The Biggest Gamble in History: Our Investment in People," by George C. Keller, about the education revolution. "But Mom, Everybody Smokes Pot," tells facts parents should know about drugs. "You Can Raise Your Child's I.Q.," by Maya Pines.

Saturday Evening Post, *November 30*—"Oh, Mass Man! Oh, Lumpen Lug! Why Do You Watch TV?," by Wallace Markfield.

Seventeen—College and Careers Section offers advice on guidance counseling.

Woman's Day—"Santa Claus and the Boy Who Knew Everything," by Eileen Herbert Jordan. "Hobby Kits for Christmas," by Jack Galub.

Topic: retirement benefits for mobile teachers

Roger Pauzé (right), classroom teacher from Darien, Conn., describes retirement problems of mobile teachers at the first meeting of the special Task Force on Retirement and the Mobile Teacher, held in Washington, D.C., this fall. Other NEA members on the task force are J. R. Ingraham, principal, Washington Junior High School, Clinton, Iowa, chairman of the task force; Robert Abrams, classroom teacher, Richmond, Calif.; Ruth N. Freed, classroom teacher, Ocean City, N.J.; and John Terrey, dean of administation, Central Washington State College, Ellensburg. Representing the National Council on Teacher Retirement on the task force are five directors of state retirement systems for teachers: James L. Sublett (Kentucky), vice-chairman of the task force; Kermit D. Farris (Florida); Aubrey J. Holmes (Illinois); Ray L. Lillywhite, left in photo above (Ohio); and Harvey W. Schmidt, center in photo above (Minn.).

A top subject

Magazines look at education

Education vied with politics for coverage in the national magazines in September and October.

More than 120 major articles on education, many based on NEA programs, policies, and personalities, appeared in 23 top magazines in the two months.

Student protest was the most popular topic with some 30 articles, but educational innovations and "what goes on in the classroom" reports came close behind with 22 articles.

Teacher militancy rated coverage in seven articles, including *Look's* hard-hitting piece on "Our Angry Teachers" and a *Reader's Digest* article on "The Big Push for 'Teacher Power.'"

Decentralization of schools came in for considerable coverage (particularly in relation to the prolonged New York City controversy), as did school integration, the increasing use of multicultural materials to teach black and other minority-group history, drug abuse, the draft, the 18-year-old vote, and the pros and cons of public funds for private schools.

Look, McCall's, Nation, New Republic, Parents' Magazine, Saturday Evening Post, and *Saturday Review* all carried at least five articles on education in the two-month period; *Time, Newsweek,* and *U.S. News & World Report* gave comprehensive weekly coverage of the field. Also represented in the tally were *Atlantic Monthly, Changing Times, Family Circle, Glamour, Good Housekeeping, Harper's, Life, Mademoiselle, The New York Times Magazine, New Yorker, Redbook,* and *Vogue.*

ACT conference

The Association of Classroom Teachers will hold its Classroom Teachers National Conference at West Chester (Penna.) State College, July 6-18, immediately following the NEA Convention.

NEA research probes:

Is 180-day school year on its way out?

The traditional 180-day school year may be on the way out—slowly, according to the NEA Research Division.

The division reports, in a new research summary, that there is increased interest in rescheduling the school year because of growing school construction costs, rising school enrollments, the demand for better educational opportunities for children, and the need to improve the economic and professional status of teachers. Twenty-two school districts in New York State and 60 in other states reportedly are seriously considering adoption of the longer school year.

Many school facilities now remain locked during summer months, Glen Robinson, NEA assistant executive secretary and director of the Research Division, points out in the foreword of the publication, "The Rescheduled School Year." At the same time, some students "face the hot summer with 'nothing much to do'" and many teachers must seek summer employment.

"Many observers view this situation as a great waste—a waste of costly facilities and equipment, a waste of valuable professional skills, and a waste of precious learning time," Dr. Robinson says. "The present, prevalent system of a nine-month school year and a three-month vacation, some believe, is a remnant of an agricultural society and no longer meets the many needs of our urban society."

A variety of rescheduling plans have been tried in recent decades, usually with economic objectives, and such goals still are prominent in many current rescheduling plans. Proponents argue that considerable savings can result from fully utilizing existing buildings instead of constructing new ones. There are savings on debt service and on the cost of fuel, light, power, maintenance, insurance, and state tax on bonds, they maintain. Fewer teachers are needed to staff new schools, and the money saved can be used to raise present teachers' salaries.

Pupil acceleration, another argument for rescheduling, may have both economic and educational objectives. Rescheduling plans that eliminate a year of schooling, it is contended, make added classrooms available and remove the need to erect new schools, require fewer custodial employees, reduce transportation costs, and bring other savings.

Acceleration may also result in fewer teachers being needed and thereby help reduce the teacher shortage and the employment of unqualified teachers. Proponents point out that acceleration serves youth by permitting them to move more rapidly toward vocational goals and responsible family life.

Permitting teachers to serve year-round would improve their economic status, another argument goes. Several extended-school-year plans would give them more time to work on curriculum revision, aid individual students, and perform other important tasks, thus elevating them professionally and boosting morale.

Improvement and enrichment of education for all students has assumed increased importance in rescheduling plans. These objectives can be accomplished, advocates say, by providing more in-class time, more opportunities for short makeup sessions, and in other ways. Some argue that increased knowledge and broader demands of our society necessitate a longer school year, the publication adds.

A final argument for the longer school year is the need to keep youths busy and off the streets during the summer months.

"The picture of a vacation lad wending his way to the fishing hole no longer portrays life in our urban society," the publication says. "Today's youth more often faces steaming asphalt streets at worst, or two weeks at summer camp at best. Proponents believe that summer attendance at school could substantially reduce juvenile delinquency."

The study, published by the Research Division, was prepared by Sherrell E. Varner, research assistant. "The Rescheduled School Year" is available from the NEA Publications-Sales section.

Sanctions alert in Indiana

The Indianapolis Education Association imposed a sanctions alert upon the Indianapolis public schools early last month. The association said it may also ask the Indiana State Teachers Association and NEA to investigate the city's schools.

Sanctions will be imposed if current conditions are not corrected, the city association said. Present unsatisfactory conditions, the association said, include policies relating to transfer and assignment of teachers, policies and practice relating to pay periods and check stubs, insurance benefits for teachers, and inadequate salary and schedules for salary.

Gift issue of NEA Journal planned again

An Opinions Differ section on antivandalism with statements from educators in seven different states is one of the features of the December issue of *Today's Education: NEA Journal.* This issue is designed as a gift issue, not only for the magazine's regular readers but also for laymen, foreign teachers, and others associated with or interested in education.

Included in the issue also will be a special feature on the gifted; a Searching Mind article on "Frontiers in Medicine," by Donald Cooley; articles on museums and schools; and a photo story on Thai schools.

The special feature on differentiated staffing, originally scheduled for December, has been rescheduled for March.

Lawton, Oklahoma, teachers enter politics and win

The Lawton political action committee placed hundreds of Lindstrom signs in yards throughout the district. With the sign above are candidate Jack Lindstrom (left) and educator Abe Deutschendorf.

The Lawton educators' political action committee reached every registered voter in the district, using the telephone and writing letters. Among the 100 workers on the committee were (left to right) Carol Hardage, Nelda McBride, and Elizabeth Hankins.

Educators in Lawton, Oklahoma, formed a political action committee this year and elected the candidate of their choice in six weeks.

The committee began by selecting a candidate—Democrat Jack Lindstrom—who was in agreement with educators' goals and willing to accept their support. They first sent letters to 800 Lawton teachers, announcing their choice and urging the teachers to work for his election.

The next step was to send letters to every registered voter in the district and to distribute campaign literature door to door. The educators and other campaign workers saturated the area with huge signs boosting Lindstrom. They also distributed 1,000 bumper stickers and 5,000 business-size cards.

The day before the election, a 44-member telephone team of educators called every registered Democrat in the district, urging them to vote for Lindstrom.

The educators' candidate won by over 500 votes.

Many citizens in Lawton commented favorably on the teachers' actions. "We are glad to see teachers are finally getting interested in this type of activity," they said.

Lindstrom—now elected as a state representative—said he was "amazed at the organization we were able to muster in such a short time. I know that Lawton educators have not only impressed me with what they can do," he said, "but they have also impressed the entire Lawton community."

Dismissed Oregon educator backed by DuShane Fund

The NEA DuShane Emergency Fund recently provided substantial financial assistance to Edith Risen of Oregon City to meet expenses she has incurred in legal action following her dismissal from the Silverton Public Schools in 1966.

George Green, NEA Northwest regional director, presented two checks to Miss Risen in mid-October at the OEA offices in Portland. A check of $1,250 went to help defray legal costs. Another of $1,000 was an interest-free loan.

"Miss Risen has been fighting a battle involving correct procedures in dismissal situations," said Mr. Green. "These are important to all teachers in Oregon and elsewhere, and we are happy to make this presentation."

Because of her dismissal, Miss Risen retained an attorney and was given a hearing before the Silverton School Board. The local board eventually sustained the dismissal, as did the Marion County Intermediate Education District board on appeal.

Appeal was then taken to the Oregon State Board of Education, which granted a hearing last August 14. In a judgment dated September 10, the state board declared in part:

"That at the time of her discharge from employment on October 28, 1966, the appellant was not given the required written notice or the opportunity to be heard, no cause was shown and the material reason for dismissal was not stated in the record of the district school board.

"That by reason of the foregoing findings, it is the opinion of the State Board of Education that the discharge of appellant on October 28, 1966, was unlawful and unauthorized. The Board does not express an opinion concerning the legal effect, if any, of the notice and hearings procedures undertaken by either party subsequent to October 28, 1966, as the Board is of the opinion that if such procedures to be considered as having any curative effect on the original unauthorized dismissal, such effect would relate to the question of damages rather than the merits of the original dismissal, and this is a matter within the jurisdiction of the courts rather than the jurisdiction of the State Board."

DuShane Emergency Fund aid for Miss Risen was recommended by both the OEA and Mr. Green. It was indicated that further assistance might be provided if necessary.

The DuShane Emergency Fund is a national fund comprising contributions and budget allocations. Oregon teachers have contributed more than $13,000 to the fund in recent months.

Books anyone?

A listing of the more than 70 books that make up the NEA Discount Book Purchase Offer is now available to all members. For your copy of this list, write to NEA Book Purchase, 1156 15th St., N.W., Washington, D.C. 20005.

At task force session

Black Movement called creative

NEA's Task Force on Urban Education—meeting a second time as it works to identify and explore problems—heard the Black Movement in America described as the most creative force in this country today.

Making that statement was Mario Fantini, a Ford Foundation program officer who is a continuing consultant to the task force. "The Black Movement," Mr. Fantini said, "is saying that schools should deal with the questions of ego and the concept of who we are." He emphasized that "the whole subrenewal of society is based on the ability of the school to cultivate diversions, not sameness, and in a mass society we want the preservation of differences." The Black Movement and the student protesters are seeking to answer the question of identity and diversity, he said.

Mr Fantini, a former teacher, linked the drive for community control of schools in urban areas to the drive of teachers organizing to battle the establishment. He said he advocates complete reform of the educational system instead of the inauguration of more compensatory education programs.

Mr. Fantini was one of nine consultants who met with the NEA task force last month. The task force will report to the 1969 NEA Delegate Assembly on its suggestions for acting on urban school problems.

Another consultant at the meeting, Don Cheek, vice-president of Lincoln University, presented the task force with a sociological and psychological perspective on the effects of racism on black people. He said there was "no book that portrayed them, no statement that told them to have any dignity—they were completely controlled by every aspect of socialization." He urged the task force and NEA to take the idealistic road for the future, for all children and for America itself, saying, "Just as we knew that slavery was wrong, we know what we are doing to the youth in our schools is wrong. We know that we are not giving them the skills and attitudes they need for success," he told the task force.

Other consultants at the meeting were: John Cawthorne, director, Follow Through Program, Morgan Community School, Washington, D.C.; James Gant, general consultant in education, Florida State Department of Education; James Hall, educational specialist, Peace Corps; Robert Havighurst, professor of education, University of Chicago; Betty Hunter, associate professor of education, Hunter College; Eugene McLoone, assistant director, NEA Research Division; and Bishop Marie Reid, chairman, Morgan Community School Board, Washington, D.C.

nea reporter

Published by the National Education Association

Vol. 7, No. 14 December 13, 1968 Washington, D.C.

In Randolph County

NEA sanctions hit rural West Virginia

NEA last month invoked sanctions against rural Randolph County, West Virginia, following a series of five rejections by voters of tax levy proposals in support of public schools. Nine out of ten of Randolph County's 207-member professional teaching staff have threatened to resign on June 30, 1969, unless the sixth tax levy proposal is approved.

The tax levy proposal was scheduled for a vote on December 12.

The sanctions action was taken following a study of the "deterioriating educational conditions" in Randolph County, located in the northeastern section of the state, by an inquiry team of NEA's Commission on Professional Rights and Responsibilities.

NEA sanctions were imposed against another West Virginia county — Jackson — last January following the defeat of nine school levies or bond proposals there. The sanctions were lifted in April after voters approved a school levy by a 67 percent majority.

Elizabeth D. Koontz, NEA president, expressed grave concern over the county's educational crisis and urged voters to resolve the impasse by approving the school levy.

Most of the teachers who have signed resignations are natives of Randolph County and many are long-time teachers in the system. Several are only five years away from retirement. The resignations are being held by the Randolph County Education Association.

As long as NEA sanctions are in effect, NEA members are urged not to seek or accept employment in Randolph County public schools. The sanctions will remain in force "until such time as the county electorate manifests its intentions to support its schools in an adequate manner."

The Randolph County association imposed local sanctions following the fifth successive defeat of a special levy for school funds on September 11. The vote was 55 percent against and 45 percent for the proposal; a 60 percent majority vote is required for approval.

The West Virginia Education Association supported RCEA by imposing statewide sanctions on September 12. RCEA asked NEA to investigate and inquire into the allegations forming the basis for the sanctions request.

Sanctions placed on Illinois town

The Illinois Education Association on November 19 joined its local affiliate in imposing sanctions on Edwardsville Community Unit No. 7 schools, charging lack of good faith negotiations.

IEA and the Edwardsville Education Association said that the local school board has consistently adopted policies, including salary schedules, before negotiations with the EEA were concluded and has violated agreements related to news releases.

Teacher power

Three more states act in drive for unification

Two of the largest state education associations in the nation have taken steps toward unifying their memberships with NEA.

New York State Teachers Association delegates, meeting November 26, unanimously resolved to develop a unification plan. The California Teachers Association's State Council of Education, meeting November 8-9, overwhelmingly passed a resolution to place consideration of unification on its spring agenda.

In addition, the Representative Assembly of the Maryland State Teachers Association adopted a resolution this fall endorsing unification and setting the 1971-72 school year as the time when membership in the united profession will be required for all members.

The 30,000-member Maryland association also decided that if any of its local units adopt unification, MSTA will accept for state membership only those who join the united profession.

The 164,000-member California Teachers Association has also established a Task Force on Unification. It will meet this month.

CTA President Stewart Herriott said that "setting a unification target date would be especially appropriate because the 1970 NEA Convention will be held in San Francisco."

The CTA action follows a growing trend in California. Three chapters in CTA's Bay Section — including the San Francisco Classroom Teachers Association—have unified or committed themselves in the past few weeks, and seven others have slated votes by March.

In addition, CTA's 14,000-member Northern Section has announced a unification vote for the early spring, and the 5,000-member San Diego Teachers Association is working on unification plans.

"When teachers are able to speak with one voice," said CTA Executive Secretary Jack Rees, "teacher power will be one of the outstanding realities of American society."

The resolution passed by the House of Delegates of the 115,000-member New York State Teachers Association reads:

"Be it resolved that the Board of Directors and staff of NYSTA develop and implement with local associations of teachers and the NEA a plan to unify, local, state, and national."

The date for implementation is to be set by the NYSTA Board of Directors.

NEA applauds

Supreme Court cuts down anti-evolution law

NEA has applauded a November 12 U.S. Supreme Court decision reversing an Arkansas Supreme Court ruling and declaring Arkansas' anti-evolution law unconstitutional.

"Academic freedom is essential in a democracy," NEA Executive Secretary Sam M. Lambert said. "Education is in the hands of each individual state, which determines its educational requirements, but a state or a school system should not be able to seriously penalize a teacher just for mentioning or presenting an entire system of thought which some people find objectionable."

The law, passed in 1928, stated that a teacher could be fired and fined up to $500 for teaching the Darwinian theory of evolution, that mankind ascended or descended from a lower order of animals. Use of any textbook that referred to this doctrine was also banned under the law.

The NEA (through its DuShane Emergency Fund) and one of its departments, the National Science Teachers Association, filed an amicus curiae brief in the case, claiming that the Arkansas law arbitrarily infringed upon academic teaching freedom and the freedom of inquiry which are fundamental rights guaranteed by the First and Fourteenth Amendments to the Constitution. "The law," states the brief, "casts a pall of orthodoxy over the students and teachers in the classroom and has a chilling effect upon the exercise of fundamental First Amendment rights of open and unrestricted academic inquiry and study."

The Arkansas Education Association provided legal counsel throughout the case.

Susan Epperson, a former tenth grade biology teacher at Central High School in Little Rock, Ark., and an NEA member, instituted the action three years ago along with H. H. Blanchard, associate executive secretary, Arkansas Education Association, a parent who wanted his children exposed to different scientific theory. Mrs. Epperson was confronted by a new textbook in 1965 with a chapter on the Darwinian theory which she was presumably supposed to use as a teaching guide. If she taught the subject, however, she would face dismissal. She decided that court action was necessary to clear up the situation.

The Chancery Court of the state ruled that the statute restrained freedom of speech and violated the Fourteenth and First Amendments, but last year the Arkansas Supreme Court reversed this decision and simply said that the law was a "valid exercise of the state's power to specify the curriculum in its public schools."

U.S. Supreme Court Associate Justice Abe Fortas, who delivered the opinion of the Court, noted, however, that the state's undoubted right to prescribe the curriculum for its public schools does not carry with it the right to prohibit, on pain of criminal penalty, the teaching of a scientific theory or doctrine where the prohibition is based upon reasons that violate the First Amendment, which implies that the government may not foster a particular religious viewpoint.

The Arkansas law was an adaptation of the Tennessee law adopted in 1925 and upheld by that state's supreme court in the 1927 Scopes case, which was commonly referred to as the "Monkey Trial."

Susan Epperson (left) and Mary Ann Scott wear smiles of victory as they examine a brief presented to the U.S. Supreme Court in support of a case which brought an end to Arkansas' law against teaching the theory of evolution. The brief was filed by NEA and the National Science Teachers Association on behalf of the suit brought by Mrs. Epperson and an Arkansas parent. Mrs. Scott is director of NEA's DuShane Emergency Fund, which provides money for legal aid to educators.

opinion interpretation

This page of the REPORTER is devoted to editorial and interpretive material. Readers' letters, preferably brief, will be considered for publication. Opinions expressed in the REPORTER are not necessarily NEA policy, which is set only by Association resolution.

Unity of the profession: why NEA declined union merger proposal

The president of the American Federation of Teachers (AFL-CIO), on October 4, 1968, invited NEA to discuss merger with AFT. The NEA Executive Committee saw no advantage to teachers generally, to NEA members, or to NEA as an organization, and declined the invitation. This decision was reached after extensive and careful consideration of the pros and cons of merger. It is important for all teachers to understand the reasons for the decision.

This action of the Executive Committee was strongly endorsed by the Association's Board of Directors; by the NEA's largest department, the Association of Classroom Teachers, which had been invited earlier to discuss merger with AFT; and by the National Council of State Education Associations (the executive secretaries and presidents of NEA's affiliated state associations, representing nearly two million members). These supportive actions, plus the flow of mail from individual members throughout the nation, indicate that the Executive Committee was in tune with the wishes of both the membership and the leadership of professional organizations.

Reactions to the decision came as no surprise to NEA leaders, for the Association's teacher-opinion polls had strongly hinted at such feelings for the past three or four years. A great majority of teachers want complete freedom and independence for the teaching profession; they want no part of an organizational mixture involving any other segment of society.

The following are some of the reasons for NEA's decision:

- AFT is suffering from internal conflicts over policy, in relationships among locals and between locals and the AFT, in competition for leadership, and over the issue of merging with NEA.
- AFT and several of its locals are facing financial problems. AFT, according to recent news reports, has a deficit of approximately $500,000, almost one-fourth of its current annual income. The UFT in New York City, on strike for two months this fall, may be deeply in debt before the current controversy there is finally settled. NEA's current fiscal status is sound. With a $5 increase of dues in 1968 and an increase pending for 1970, plus a debt-free headquarters building worth $12 million, NEA's fiscal prospects for the future are excellent. NEA leaders believe a merger with AFT would weaken rather than strengthen the Association's financial status.
- A substantial proportion of AFT's membership is opposed to merger with NEA, and it is doubtful that the Federation could deliver more than 75,000 to 100,000 of its 160,000 members to a merged organization. Anti-AFT feelings within NEA's present membership of 1.1 million might mean an overall loss instead of a gain in total membership. A merger might well result in more disunity than unity.
- With the departure of the Auto Workers (UAW) from AFL-CIO and the formation of a new labor constellation, the Alliance for Labor Action, AFT is pulled in two directions. Some locals prefer to stay with AFL-CIO; others, because UAW has been the major benefactor of teachers' unions, lean toward the new ALA (the Auto Workers, Teamsters, and a few other industrial unions). The division within the ranks of big labor could mean the end of substantial financial support for AFT, and the possibility of two national teachers' unions instead of one. Some NEA leaders believe that even with an NEA-AFT merger, there would still be at least one teachers' union and a continuation of conflict.
- Formal merger talks would pose a threat to the comprehensive character of NEA. Most NEA members and most of its affiliated organizations at national, state, and local levels believe NEA should continue to have a place for every educator, providing a broad and comprehensive program of service to all segments of the profession.
- One shortcoming of the AFT has been its failure to understand the value of strong vertical organization: active, dynamic, powerful organizations at local, state, and national levels. It has little or nothing at the state level and its national program is both limited and weak.

Contrast NEA's current status and future with that of AFT. There is steady growth in NEA membership. Three or four years of NEA growth exceeds AFT's total membership. The scope and effectiveness of NEA's service programs are unmatched and they are expanding at a rapid pace. The AFT has nonexistent or minimal programs compared to extensive NEA programs in such areas as research, legislation, curriculum and instruction, professional publications, field services, human relations and civil rights, protection of professional rights, teacher education and professional standards, leadership training, public relations, and a wide range of affiliated departments to serve the specialized interests of individual members. NEA's program ranges widely and deeply in response to the needs and concerns of teachers and children.

NEA formula for unity: NEA's formula is a program of unification designed to unite the programs, services, and financial resources of NEA with those of all the state and 8,700 local affiliated organizations (1.9 million members). AFT's proposal for merger is a combining of its 160,000 members with NEA's 1.1 million members without regard to the wishes of its state and local affiliates.

NEA's formula is already showing results, and the promise for the future is unlimited. To date, 20 states have adopted programs of unification; a total of 33 are already unified or committed to unify within the next few years. The recent unification in Michigan alone resulted in an increase of 32,000 NEA members, and this experience is being repeated in state after state. The rate of growth is increasing steadily; the outlook is a membership of 1.5 million within three years and 2 million within five years.

NEA is looking toward the day when all teachers will be united in one comprehensive organization. Union members are welcome and urged to join the ranks of NEA and its state and local affiliates. If a combining of forces is to be achieved, it would be wise to begin at the local or state levels rather than attempt to merge from the top down. This plan offers the best hope for real unity among teachers. *—Lyle W. Ashby, NEA deputy executive secretary*

To meet the challenge of ghetto schools

Omaha launches VIP, a people-oriented program

In inner-city Omaha, Nebraska, a group of ghetto schools have become beehives of in-school and after-school activities which seem to be sparking a new community climate. The activities involve teachers, students, parents, and community agencies as part of a recently implemented, district-funded program that was cooperatively developed by the Omaha Education Association and Omaha school authorities at the negotiation table.

After school and on Saturday mornings, some of the area teachers may be at work with students interested in writing, acting in, or producing plays or building scenery, while other teachers may be corralling groups of students of all ages for planned field-study trips. In one of the schools, a 6th grade teacher is giving an in-service course in remedial reading techniques to a group of secondary school teachers; they not only requested such help, they specifically invited this teacher to provide it.

At another school, teachers are gathered in classrooms taking graduate-credit college courses which they consider relevant to their special needs. The courses are brought to them, they do not have to travel to the university. Elsewhere, a group of junior high teachers are hard at work on a self-assigned translation task. They are translating textbook materials couched in highly technical and needlessly difficult terminology into language they believe their students can read more easily and study with a greater sense of achievement.

Concurrently, some teachers are visiting the homes of their students in an effort to build two-way bridges of understanding and cooperation. In some cases, class mothers were successfully recruited. In many cases, new doors to communication were opened as initially negative receptions melted into friendly welcomes once parents learned that this visit was different—not impelled by their child's having gotten into trouble.

Meanwhile, other teachers are conducting different kinds of visits. They are contacting personnel in various community agencies to discuss mutual problems and plan ways and means of securing supplementary help for youngsters with unmet needs.

During evening hours, a school building may be ablaze with light. Transformed into a busy community center, it offers services and activities for whole families. While adults may be taking a vocational course or participating in a new kind of citizen-teacher discussion meeting or cooperative project, youngsters are engaged in sports or hobby activities elsewhere in the same building.

Teachers participate at will in extra-pay program

Teacher involvement in these and other after school projects in Omaha's inner-city is on a paid basis, at the rate of $5 per hour. This rate is paid whether the teacher takes an approved college course for credit or an in-service seminar with no college credit, whether he has chosen to conduct after-school work with students or special work with parents or community agency personnel. The paid program is available to all of the classroom teachers in these ghetto schools, but only to classroom teachers. There is no compulsion; the decision to participate and for how many hours is strictly the teachers'; however, no more than 100 hours can be credited, for a total of $500 in extra pay from now through June.

The program has been appropriately named VIP—very important person; the VIP is the classroom teacher in Omaha's predominantly black ghetto, which includes 11 elementary schools, two junior highs, and a comprehensive high school with a large vocational education department. These 14 schools employ 462 teachers; currently, about 85 percent of them are participants.

Though not available to teachers outside the ghetto, VIP has the enthusiastic approval of teachers throughout Omaha. It has also been endorsed by many citizens, including leaders of the Negro community, some of whom have formally expressed a new sense of confidence in the school system and have volunteered full cooperation with teachers.

VIP is budgeted at $250,000 this year. In addition to the funds for participating teachers at the $5-per-hour rate, each faculty was requested to select one of its own members to serve as project coordinator and handle reporting for payroll purposes. In view of the extra work and added responsibility, teachers who take on the added duties of project coordinator receive $6 per hour.

Many of the faculties divided themselves into groups and have activated several widely different projects simultaneously. Those schools, therefore, have several project coordinators. Also, the school board employed a full-time, program-wide coordinator. He serves as liaison between schools and project participants and prepares periodic status reports for submission to his superior, the assistant superintendent, who is in charge of the total program. As designed, therefore, the plan provides for maximum flexibility and self-direction for participating teachers, while operational procedures have a built-in accountability device for budgetary purposes.

(See VIP PROGRAM, next page)

'Ins' and 'outs' speak at social studies meeting

Jack Anderson, associate of Drew Pearson, expresses his views during the conference of the National Council for the Social Studies.

Students, teachers, and others concerned about current disenchantment with schools and contemporary society participated in a session on "Alienation and Community Disorganization" during the National Council for the Social Studies meeting last month in Washington, D.C. Some of the participants are pictured above. The panel of reactors included J. Haywood Harrison, Morgan State College, Baltimore, and I. David Glick, University of Toledo (Ohio). Robert G. Risinger, University of Maryland, spoke to the social studies teachers on "Alienation: Paradox and Promise."

Nationally and internationally known leaders in politics, journalism, education, and government addressed educators attending the 48th annual meeting of the National Council for the Social Studies November 25-30 in Washington, D.C. More than 4,000 educators attended the conference, which had as its theme, "Goals for Americans in an Urban Age."

Conference group discussions centered on politics, racial equality, anthropology, environmental factors, history, economics, human rights, geography, and sociology. Social studies as it applies to elementary, secondary, and higher education was examined for its relevancy to today's rapidly changing societal structure.

In an address on "Pedagogy as Ethnography," Fred O. Gearing of the Program in Anthropology and Education, Washington, D.C., told a luncheon group that among the most critical two or three skills a teacher must develop, one is his capacity correctly to observe his students, his fellows, and himself. "Observation," he said, is not just "looking." It is seeing it like it is, and this most certainly requires "that observation be highly structured, that one look at one thing at a time, then a second related thing, and a third, that these resulting sets of data be drawn together systematically. . . ."

In the banquet address on "The Urban Challenge," Bel Kaufman, author and lecturer, made a plea for the human element versus statistics and percentiles in schools. "It seems to me," she said, "that whatever the school, whatever the class, whoever the student . . . each one, in his own private wilderness, is crying: Here I am, look at me, listen to me! *Care* about me! Yet that is the one thing that those of us involved in large, unwieldy school systems find it almost impossible to do. . . ."

nea reporter

Published monthly except August (two issues in September, October, and November) by the National Education Association of the United States, 1201 16th St., N.W., Washington, D.C. 20036.

Telephone Area Code 202, 223-9400

Elizabeth D. Koontz ..President
Sam M. Lambert Executive Secretary
John D. Sullivan .....Publisher

* * * *

Prepared by the NEA Journal Division:

Mildred S. Fenner .....Editor
Walter A. Graves Managing Editor
Marshall O. Donley, Jr. Assistant Editor
Dorothy K. Pierce Editorial Associate

Special contributors to the REPORTER:

Sylvia Brotman ....urban information specialist, Division of Field Services
David H. Foerster ....legislative information editor, Office of Legislation and Federal Relations
Jean O. Heflin ....editorial assistant, Association of Classroom Teachers
Lillian Mahayni .....staff assistant, National Commission on Teacher Education and Professional Standards
Regina B. Parlett ..assistant secretary, Citizenship Committee

Address REPORTER correspondence to: Marshall O. Donley, Jr.

EDPRESS

NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, D.C., post office.

$1.4 million added

New grant continues Project Interchange

A special NEA program designed to bring the best of Job Corps teaching into the public schools has entered its third year with a $1.4 million grant. The new money comes from a contract signed last month by the Office of Economic Opportunity, which supports both Job Corps and the NEA-operated Project Interchange among its many activities in the War on Poverty.

While the Job Corps is expressly designed to give school dropouts a second chance, Project Interchange works to prevent the need for that second chance by preventing dropouts in the first place. The more successful that Project Interchange is, the fewer "customers" there will be for the Job Corps.

In its first two years, Project Interchange has concentrated on sending public school teachers into Job Corps centers to teach and, once they had completed their teaching experiences with Job Corps methods and materials, using these same teachers to staff back-home projects to prevent school dropout.

This year, Project Interchange plans to maintain and expand these activities while extending itself into other areas. Plans now call for:

- Support of teaching projects in a number of selected schools. The projects would use Job Corps methods and materials to reach the students who are different, the students who are turned off by standard teaching, the students who drop out of school rather than stay for more of what they view as wasted time.
- Recruitment of 50 public school teachers for full-year experiences in Job Corps teaching and another 150 for two-month summer Job Corps teaching stints.
- Operation of small, intense workshops in the use of Job Corps teaching methods and materials for public school teachers without the experience of teaching in Job Corps centers.
- Evaluation of all current and prior activities of Project Interchange and dissemination of the results.

Carl Minich, who has been Project Interchange coordinator for its first two years, said of the program:

"Project Interchange has already proven that the teaching techniques and materials used so effectively in the Job Corps with dropouts can be transferred successfully to the public schools in order to prevent dropouts. Our job this year is to let educators know the how and why of this success, the ways in which they can duplicate this success in their own schools, the steps they can take to save—literally—students whose lives otherwise will be crushed beneath the burdens of economic insecurity, social dislocation, and personal frustration."

VIP Program

(*Continued from preceding page*)

The HOW not the WHAT is most noteworthy in VIP

If the most noteworthy feature of Omaha's VIP program were to be selected, the HOW would have to take highest priority. How the program was developed and how it is being implemented are its strongest claims to potential successes.

First, VIP was not developed by outside experts nor was it handed down by the administration. It is the product of cooperative negotiations between the OEA and the administration and school board.

Second, VIP is devoid of rigidity. Flexibility is the keynote and this means not only wide variation in approved projects and activities, but also freedom to ignore the calendar and initiate new projects that hold promise, at any time. Those activities that lend themselves to early evaluation, as well as others dependent upon the judgment of participating teachers, may be continually revised and/or replaced as may be indicated.

Finally, VIP was fully implemented only after the teachers upon whom the success of the effort depends had had every opportunity to work together as faculties or segments of faculties and prepare project or study proposals they felt were suited to their individual needs and to the most pressing needs of the students they teach. Every reasonably promising proposal was quickly authorized by the administration. Thus, some teachers were actually engaged in paid project work during September, and by November all participating teachers were involved.

Neither the Omaha school administration nor the OEA, nor the teachers for that matter, consider VIP a panacea. Participating teachers are quick to point to the need for continuing assessment and evaluation. As one teacher put it, "We know that we will get only as much out of VIP as we put into it." There is general agreement, however, that VIP offers great promise and that its real promise lies in its flexibility and built-in recognition and respect for the fact that teachers as well as students have individual differences.

Since programs seem to require titles for one reason or another, this one can lay claim to having been very aptly named. The Very Important part of VIP is PEOPLE not merely program; and as a people-oriented process, it is expected to have all the potential strengths and frailties that implies.

Teachers shorted

Pennsylvania study checks salary law

The Pennsylvania State Education Association has launched a statewide investigation to determine if all school districts are complying with the provisions of the current teacher salary law.

PSEA President Joseph J. Standa said, "There is growing evidence that in some school districts teachers have been shorted from between $500 to $3,000 in annual salaries either because school boards are unaware of the provisions of Act 96 or because they are unwilling to abide by the provisions of the law.

"Discrepancies appear," he said, "because school boards refuse to credit teachers with the proper number of years of service which their salaries represented when they were first hired."

The subsidy-salary bill, signed by the governor last June (now Act 96), is based on a $5,400 minimum salary.

According to Mr. Standa, the law requires school districts to pay salary increases to all teachers who are below their proper step on the schedule.

The goal of the PSEA survey, which is to be coordinated by PSEA's 11 field representatives and conducted by the presidents of the association's 700 local units, is to make sure that every public school employee is receiving the salary to which he is entitled and that every school board is meeting minimum legal salary requirements for all its professional employees.

He said survey forms are being circulated throughout the state to aid the teachers in checking their salary against the provisions of the law.

"If any discrepancies are not resolved at the local school district level," Mr. Standa said, "we will refer them to the proper governmental agency or in cases regarding legal interpretation, it will be necessary to seek a ruling of the courts so that interpretation of the act will be uniform throughout the state."

New York senator does creative teaching

Sen. Charles E. Goodell (R-N.Y.) engages in creative teaching, lecturing to political science classes in five states from the telephone in his New York City office.

Sen. Charles E. Goodell (R-N.Y.) simultaneously lectured the political science classes at seven colleges in five states last month, using a telephone hookup in his New York City office. The lecture, part of a course titled "Power and the Presidency," was delivered in conjunction with Prof. James A. Burkhart of Stephens College, Columbia, Mo.

"This is truly creative teaching," said John M. Lumley, NEA's assistant executive secretary for legislation and federal relations. "Direct contact with the decision makers in our society enhances the learning process for young people."

The telephone lecture covered the following topics: Role differences and functions of a Senator as compared to a Representative; Senator Goodell's part in the Republican convention; the composition of the 91st Congress; the nature of the Republican Party; a Congressman's relationship with his constituency; and procedures of a congressional committee.

Participating in the telephone hookup were classes at St. Augustine's College, Raleigh, N.C.; Langston University, Langston, Okla.; Grambling College, Grambling, La.; Bishop College, Dallas, Tex.; Webster College and St. Louis University, St. Louis, Mo., and Stephens College.

NTL Institute begins work on Bethel conference facility

Work has begun on the first phase in the construction of the National Training Laboratories Institute's own complete conference facility at the site of its origin—Bethel, Maine. NTL summer programs are now conducted across the country—in California, Utah, Missouri, and New Hampshire, as well as in Maine—but Bethel remains the symbol of training in group dynamics and human relations skills.

In addition to the present Gould Academy, the Gehring mansion, and the Conference House, the following designs are being planned:

- Clusters of housing units, each containing four sleeping rooms and a living room.
- Remodeling of the present annex to provide a multipurpose general session room and two small-group meeting rooms.
- A new multipurpose structure combining the features of an amphitheater and an enclosed space in a design which makes it suitable for simultaneous small and large group activities and for both work sessions and recreation.

Priorities outlined

Personnel development is topic

A group of 26 educators representing organizations concerned with education personnel development last month took the first steps toward setting priorities for immediate, concerted, nationwide action toward needed advances in preparing proper staffing and staff performances in the public schools.

The group was called together by Laurence Haskew, chairman of the National Council on Education Personnel Development (the advisory arm of the Education Personnel Development Act), and by Roy A. Edelfelt, executive secretary of NEA's National Commission on Teacher Education and Professional Standards. Meeting with the educators were two students —one representing Student NEA and one from a graduate school of education.

Conference participants were asked to either (1) agree upon a small number of priorities for which the most time, money, energy, and activity should be concentrated during the next five years, or (2) commit themselves psychologically and operationally to the priorities strategy as the best way to achieve significant advances during that period.

The conferees considered a list of 30 possible priorities compiled from 15 papers submitted by participants before the conference. A report, to be published by the Kettering Foundation, will discuss the consensus reached on the priorities.

The November 14-15 meeting was an extension of a September planning conference made possible by a grant from I/D/E/A, an affiliate of the Kettering Institute.

Ceremony opens teachers' residence in St. Louis

Dozens of St. Louis area teachers are visiting the model rooms in Heritage House, a 19-story, $4.5 million apartment complex which will open soon as a professional teachers' residence. It is located in Laclede Town, near downtown St. Louis. Clipping the symbolic ribbon to formally open the retirement home are (left to right) Eric Hohn, president of Heritage House Board; U.S. Congresswoman Leonor K. Sullivan; and St. Louis Mayor A. J. Cervantes. The sponsoring organizations for Heritage House—St. Louis District of Missouri State Teachers Association and St. Louis Suburban Teachers Association —represent some 14,000 teachers in the metropolitan area.

NEA and state association actions regarding unsatisfactory conditions

Below is a current listing of names of school districts or systems where a state education association or the NEA has notified members of the profession and the public that unsatisfactory educational conditions exist.

Association	District or System
• Colorado Education Association	Colorado Public Schools
• Idaho Education Association	Idaho Public Schools
• Illinois Education Association	Edwardsville Community Unit No. 7
• National Education Association	Randolph County (W. Va.) Public Schools
• New Jersey Education Association	State Board of Higher Education
• Oklahoma Education Association	Claremore Public Schools
• Oklahoma Education Association	Oklahoma Public Schools
• Pennsylvania State Education Assn.	Coraopolis Public Schools
• Pennsylvania State Education Assn.	Erie Public Schools
• Texas State Teachers Association	South San Antonio Independent School District
• West Virginia Education Association	Randolph County Public Schools

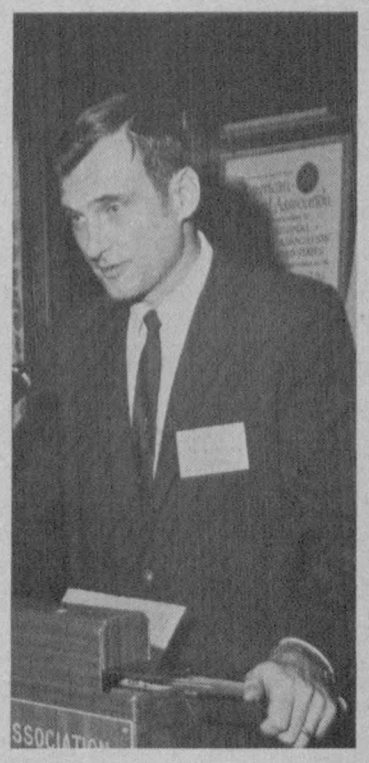
When an association officially reports that conditions have improved in any of the above districts or systems, the NEA REPORTER will announce the action.

ACT study conference

Differentiated teaching assignments probed

Jim A. Roady of Yakima, Washington, ACT Northwest regional director, talks with Betty I. Buford of Plainview, Texas, ACT president-elect, at a coffee break during the Classroom Teachers National Study Conference.

Charles E. Olson, a conference participant from Lawrence, Kansas, records the discussions of his work group on newsprint. Some 55 classroom teachers and 25 other educators attended the sessions.



Conference chairman James Guckenberg, president of the Wisconsin ACT, presides at the opening session.

If a school system experiments with a plan of differentiated teaching assignments for classroom teachers, the local association must be involved in all phases of the development and implementation of the program. Furthermore, the local has the responsibility to negotiate a plan that is acceptable to a large percentage of its members and that gives special attention to (1) criteria for defining and assigning responsibilities of both teachers and administrators and (2) staff salaries.

This was the consensus of some 55 classroom teachers and 25 other educators who attended the Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers sponsored by NEA's Association of Classroom Teachers November 29-30 at NEA Center.

While recognizing that the concept of differentiated teaching assignments may offer a means of effectively utilizing teacher talent and of keeping qualified teachers in the classroom, conferees expressed concern that such a staffing pattern might be used as a "cost-control device with accompanying lowering of professional standards"; that the "quota system in promotion" which has marked some plans might hold back teachers' salaries in general; and that differentiation may be just a "back-door form of merit rating."

Conference participants agreed that no one plan will suit every community. Each school system that is contemplating differentiated teaching assignments must tailor a program to meet its specific needs, they asserted.

At the opening session, ACT President Bruce P. Eckman commented on the timeliness of the topic and noted the importance of classroom teacher involvement in decision making on this issue. Conference chairman James Guckenberg, president of the Wisconsin Association of Classroom Teachers, gave participants an overview of their task.

Subsequently the conferees, working in groups of 10 to 12 persons, discussed such questions as:

- Does a staffing pattern of differentiated teaching assignments for classroom teachers provide greater opportunity for students than the traditional staffing pattern?
- What elements of differentiated teaching assignments for classroom teachers do you like or dislike?
- What are the greatest strengths and greatest deterrents to success in such a staffing pattern? What can be done to maximize the strengths and minimize or eliminate the deterrents?
- Is the implementation of a staffing pattern of differentiated teaching assignments for classroom teachers a legitimate concern of the local association?
- What are the implications of differentiated teaching assignments for the local association? What are the local's responsibilities?
- How can state and national education associations and classroom teacher associations assist the local in dealing with the issue of differentiated teaching assignments for classroom teachers?

In his summarization of the conference, Mr. Guckenberg commented, "There has been a lot said at this conference about higher salaries going to professors, master teachers, and coordinators. Perhaps the higher salaries should be paid to those who are directly involved in teaching."

A full report on the conference will be available from ACT in the spring.

Classroom teachers examine problems of today's youth

"Dealing with the Problems of Youth" was the theme of the fall conference of the Washington Association of Classroom Teachers in Tacoma.

Participants heard presentations on drug abuse, sex education, venereal diseases, the law as it relates to youth, and the importance of guidance and counseling. The speakers included a former drug addict and school dropout who had returned to school; a supervisor of health in the state department of public instruction; a representative of the state department of health; an official of the U.S. Penitentiary at McNeil Island; psychologists; lawyers; and school guidance counselors.

Librarians warn of accelerating attacks on intellectual freedom

"Attacks on intellectual freedom are accelerating throughout the United States at an alarming rate," Judith Krug, director of the American Library Association's Intellectual Freedom Office, told the Joint Committee of NEA and ALA at their fall meeting.

The committee voted to urge ALA and NEA and their affiliates to combine resources to resist attacks on intellectual freedom. ALA announced it is considering establishing a support fund for librarians who are under pressure to act as censors or who lose their positions because of their refusal to serve as censors.

Bruce P. Eckman, ACT president, and Ernestyne E. Whiteside, president of the Association of Classroom Teachers of the Arkansas Teachers Association, participate in a discussion group during ACT's Classroom Teachers National Study Conference on Differentiated Teaching Assignments for Classroom Teachers, November 29-30 at NEA Center.

ACT Forum sets second meeting

The ACT Forum scheduled its second meeting for December 13-15 in Washington, D.C. The 15-member group sponsored by NEA's Association of Classroom Teachers plans to continue its dialogue on minority group involvement and participation in professional associations.

Tax-deferred annuity

NEA's new tax-deferred annunity has now been qualified in 36 states. Representatives are available throughout the nation to counsel members about the plan. For information about this new service, write to Teachers Services Corporation, Room 915, 1156 Fifteenth St., N.W., Washington, D.C. 20005.

NEA help appreciated

Teachers laud DuShane aid

"Seventy-four teachers in Broward County [Fla.] will never be able to find enough words of gratitude to express their appreciation for the help that they have received as the result of the assistance provided by the DuShane Fund of the NEA" through direct grants and legal assistance, the Broward County Classroom Teachers Association said recently in a letter to NEA.

This is one of numerous letters received from educators across the country, thanking NEA for assistance given them during times of stress.

Phil Constans, executive secretary of the Florida Education Association, wrote: "I want to express to you in behalf of all the Florida teachers our appreciation for the tremendous help we received, and are receiving, through the DuShane Fund. There is no question in my mind but what the subsistence funds made available immediately following the work stoppage constituted the major factor which held us together during that most trying period. . . . I cannot stress too strongly the importance of NEA's building a massive DuShane Fund as rapidly as possible. In this regard the teachers of Florida are determined to see that the money that came to us from the DuShane Fund is replaced."

"Without the help and interest of others, our stand for 'Quality Education in Florida' would not have been nearly as effective," the Escambia Education Association said.

The Lee County Teachers Association wrote: "The teachers of Southwest Florida . . . are sincerely grateful for your assistance. It is our hope that in the future we may provide help for others."

"On behalf of the Rapid City [S. Dak.] Education Association," a spokesman for the affiliate wrote, "I would like to thank you for the assistance you gave us . . . I am enclosing our check, No. 148, for the amount of $25,000, to pay back what you sent to us."

Schools urged to coordinate home and pupil programs

Unless public schools today coordinate programs of parents with those of children, particularly in the city schools, children may be unlearning at home things (such as social attitudes) that they learn at school, Paul A. Miller told conferees last month at the 17th International Conference of the National Association for Public School Adult Education. Dr. Miller, former associate secretary for education of the U.S. Department of Health, Education, and Welfare, spoke on "Adult Education and the American Family."

More than 700 adult educators attended the NAPSAE meeting in Seattle.

The NAPSAE membership adopted a comprehensive legislative program for the 91st Congress, including support for an adult education bill for public schools that would give federal support through state departments of education and local school systems for high school completion by adults over the compulsory school age.

The NAPSAE members also authorized:

- Its board of directors to work out with NEA the new "affiliated organization" relationship pattern
- A study of the change of name of the association, indicating it should be broadened to include the concept of educational programs carried on by community colleges.

Planning director named

New office views NEA goals and priorities

This fall, NEA established a Planning Office. Jack Kleinmann, former executive secretary of the NEA Commission on Professional Rights and Responsibilities, was named director of the new office. The NEA REPORTER *asked Dr. Kleinmann a series of questions about the Planning Office and its role within NEA.*

Question: Just what is the NEA Planning Office and what are its objectives?

Answer by Dr. Kleinmann: The NEA Planning Office is an outgrowth of the report of the NEA Development Project. The recommendations concerning this office are contained in the final report of NEADP, *Change and Renewal,* published in 1967.

Acting upon these recommendations, the NEA Board of Directors established a Committee for Planning and Development consisting of seven members who serve three-year overlapping terms. The Board also established the position of Director of Planning and Organizational Development, to provide staff services to the Board committee.

Basically, the objectives of the Planning Office are to assist the Association in the formulation of goals and priorities; to recommend desirable organizational changes; and to be of assistance to NEA units in their planning efforts. Both the Planning Office and the committee will be working with a wide variety of groups—official and unofficial—both inside and outside NEA.

Question: In general, what kinds of things will the office do?

Answer: In general the Planning Office will participate in two major activities:

1. Planning: The office will study long-range trends in education and society and identify their possible impact on Association programs. It will participate in the preparation of recommendations for short-range, intermediate, and long-term goals and priorities of the Association, and propose alternative approaches and resources for achieving them. And it will propose ways and means to strengthen the structure of the Association in achieving its objectives.

"The objectives of the new Planning Office are to assist NEA in formulating goals and priorities . . ."

2. Supporting: The office will provide direct staff services to the Committee on Planning and Organizational Development; it will work closely with NEA policy-making bodies and with staff units—particularly the Budget Director, the Research Division, and other units whose functions may support the planning process.

Question: You say the office will do "short-range, intermediate, and long-term" planning. Just how far ahead will this planning be done?

Answer: Planning projections will depend to a great extent on the nature of the problems to be considered. In some cases, planning might range as far into the future as five or ten years. Other areas of concern will require projections of only a year to arrive at proposed solutions or recommendations for action.

Question: Is the Planning Office going to be recommending specific action programs to the Association or is it more likely to suggest broad areas of direction for NEA?

Answer: The Planning Office and the committee will on occasion be recommending specific action programs to the Association's governing bodies, again depending on the nature of the problems to be considered. For the most part, though, I expect that activities will center on recommending broad areas of direction for NEA, together with the development of strategies, plans, and procedures by which organizational changes may be implemented.

Question: How will the establishment of this new office affect the planning of the NEA budget?

Answer: It's expected that there will be a very close working relationship between the Planning Office and the NEA Budget Director. There are few areas involved in planning that will not have strong budgeting implications. In many cases, of course, it will be impossible to put price tags on particular projects in their initial stages of development. However, as plans proceed, it is essential that the financial implications of specific proposals be explored in depth.

"... to recommend desirable organizational changes . . ."

It is expected, too, that the Committee on Planning and Organizational Development will assist in developing important budgetary priorities for NEA. It should be stressed, though, that the committee and the Planning Office both see a large part of the planning mission as one that will help the Association to look beyond immediate problems and the restraints of next year's budget. In effect, we hope that the operation will be able to combine a "visionary" approach to the consideration of long-range organizational development with realistic, down-to-earth appraisals of alternative solutions to more immediate and pressing organizational problems.

Question: How can NEA members influence the planning by this new office?

Answer: All members will be kept closely informed, through the NEA REPORTER and other media, of current activities and will be invited to submit suggestions.

The office will work closely, too, with the Research Division in ascertaining the thinking of members with respect to particular issues and problems. Also, the Planning Office and the committee will be inviting input from NEA members concerning specific programs and activities.

Question: Will the existence of the NEA Planning Office mean that fewer task forces may have to be named to look into Association problems? And will the new office explore the kinds of broad educational problems that, for example, the Educational Policies Commission used to consider?

Answer: It is doubtful that the Planning Office will mean fewer NEA task forces. In fact, it might mean more as new areas for study and exploration are uncovered.

An important function of the committee and the Planning Office is to assist NEA in selecting new goals and modifying existing ones as the educational landscape is affected by changing social, economic, and educational patterns. Obviously, the committee will not be able to perform this function by itself; it will on occasion simply have to point out to the Association's governing bodies a fertile field for in-depth study and suggest the desirability of appointing a task force or other study group for this purpose.

It is expected that the Planning Office and the committee will be exploring, or stimulating the exploration of, broad educational issues. However, these issues will be examined within the context of their organizational implications; that is, what organizational changes should the NEA make to adapt most efficiently to emerging educational trends?

". . . and to be of assistance to NEA units in their planning efforts."

Question: Does the new office have any immediate direct assignment? Do you have any area in which you want to move right away?

Answer: At its latest meeting, the Committee on Planning and Organizational Development established as one of its first priorities a preliminary study of NEA's corporate structure and system of governance. Admittedly, this is a broad area, but one that is vital to the future growth and continued vigor of our Association.

(Members of the Committee on Planning and Organizational Development are James R. Nelson, *chairman,* Washington; Vivian Bowser, Texas; Helen Case, Kansas; Louise Emmett, Texas; George E. Glynn, Jr., Delaware; James A. Harris, Iowa; and Frederick L. Hipp, New Jersey. Four of its seven committeemen are to be members of the NEA Board of Directors at the time of their appointment or reappointment. Dr. Kleinmann is staff contact for the committee.)

current

What's going on in TV, radio, press, and national magazines

Television

(All times are Eastern)

The Little Drummer Boy—*Thursday, December 19, NBC-TV, 8 p.m.* The Vienna Boys Choir sing in this animated Christmas story narrated by Jose Ferrer.

NET Playhouse—*Friday, December 20, NET-TV (please check time).* "An Evening's Journey to Conway, Massachusetts," by Archibald MacLeish.

Science Series—*Friday, December 20, NET-TV (check time),* "The World We Live In: Riddle of Heredity." *December 27,* "Dam Builders." *January 3,* "Antarctica: Because It's There." *January 10,* "Water: Old Problems, New Methods." *January 17,* "Animal War: Animal Peace."

The Nutcracker—*Friday, December 20, CBS-TV, 7:30 p.m.* A ballet with Edward Villella, Patricia McBride, Melissa Hayden, and others.

Moon Shot—*Saturday, December 21.* All major networks will cover from 7 a.m.

Stuart Little—*Saturday, December 21, NBC-TV, 10:30 a.m.* E. B. White's children's classic.

Discovery—*Sunday, December 22, 11:30 a.m. ABC-TV,* "Discovery Goes to New Zealand." *December 29,* "Moscow's Young Americans."

Directions—*Sunday, December 22, ABC-TV, 1 p.m.* "The Shepherdes Playe," an original opera by John Lamontaine filmed in Washington Cathedral. *December 29,* "Youth: The Search For Commitment."

Dr. Seuss's How the Grinch Stole Christmas—*Sunday, December 22, CBS-TV, 7 p.m.*

Daniel—*Wednesday, December 25, NET-TV (check time).* New York Pro-Musica. Based on episodes from the Book of Daniel.

NET Festival—*January 1, NET-TV (check time).* "The Way We See It." Including films by community teenagers.

Magazines

(January issues)

Esquire—"An Open Letter to the New President." Ten outstanding citizens write to President-Elect Nixon.

Glamour—"Dealers in People," by Wenda Wardell, describes the work done by the Charleston, S.C., Industrial Education Center.

Good Housekeeping—Better Ways Section—"Ways Youth Projects Can Help a Community."

McCall's — "Books They Loved," by Lynda Johnson Robb, tells about the influence that books have had on the lives of famous people. "Prague Diary," by Shirley Temple Black, is an account of the Soviet seige of Prague.

Psychology—"Critical Periods in Learning," by J. P. Scott of Bowling Green Univ. "Psychology Testing: A Smoke Screen Against Logic," by Frank McMahon, Southern Illinois Univ.

Redbook—"Sex Education in Schools," by Dr. Spock. "Teachers Without Tempers," by Bernard Asbell, on use of computers in the Palo Alto elementary schools and talking typewriters in Brooklyn's Responsive Environmental Program.

Woman's Day—"Why No Two Children in a Family Are Ever Alike," by Isabel Rockower.

NEA recordings for the blind

Margaret McCourt (left) and Nancy Epstein, George Washington University students, recently tape-recorded several articles from *Today's Education/NEA Journal* in the NEA Center sound studio. Produced at cost for use with the blind and for other purposes, tape recordings of any article that has appeared in *Today's Education* are available for $2.50 per article. Taped at 3¾ ips, the recordings may be ordered directly from *Today's Education*, NEA Center.

In Nation's Capital

School administrators plan historical education center

A national arts and humanities education center now in the planning stages will bring together the hornbook, slate, potbellied stove, and other memorabilia of the "good ole school days" with the most ultramodern educational materials and electronic equipment.

Franklin National Education Center, in downtown Washington, D.C., will be located in a 100-year-old building, Franklin School, which from 1925 until recently was administrative headquarters for the District of Columbia public schools.

The Franklin Committee, a group representing 12 local and national institutions and organizations, was organized by the American Association of School Administrators to formulate plans for the center.

The committee envisions an education museum at the center, an outdoor play court, educational television and radio studios for live broadcasts, a children's library, educational research center, art and music rooms, an auditorium-little theater, and seminar rooms.

Establishment of the center will be the culmination of a nearly century-old AASA dream. It was in the Franklin building in 1870 that the association's predecessor held one of its first national meetings.

March 1 deadline for advance filing for NEA offices

March 1 is the deadline for advance filing by candidates for NEA offices in the coming year. Advance filing and publicity forms are now available from the Office of the Convention Coordinator at NEA Center.

NEA officers to be elected at the 1969 Convention in Philadelphia June 30-July 5 include the vice-president (president-elect) and two members of the Executive Committee.

The Convention Coordinator also has data sheets that may be completed and submitted for publication in *Today's Education* (NEA Journal) and the NEA Reporter. Communications should be addressed to the Office of the Executive Secretary, Attention: Lois V. Rogers, Convention Coordinator.

NEA Standing Rule 10 provides that: "Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the Executive Secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The Executive Secretary of the NEA shall cause to be published in the *NEA Journal* and NEA Reporter a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1."

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place at the first meeting of the NEA Representative Assembly, as provided in NEA bylaws, whether or not candidates file in advance.

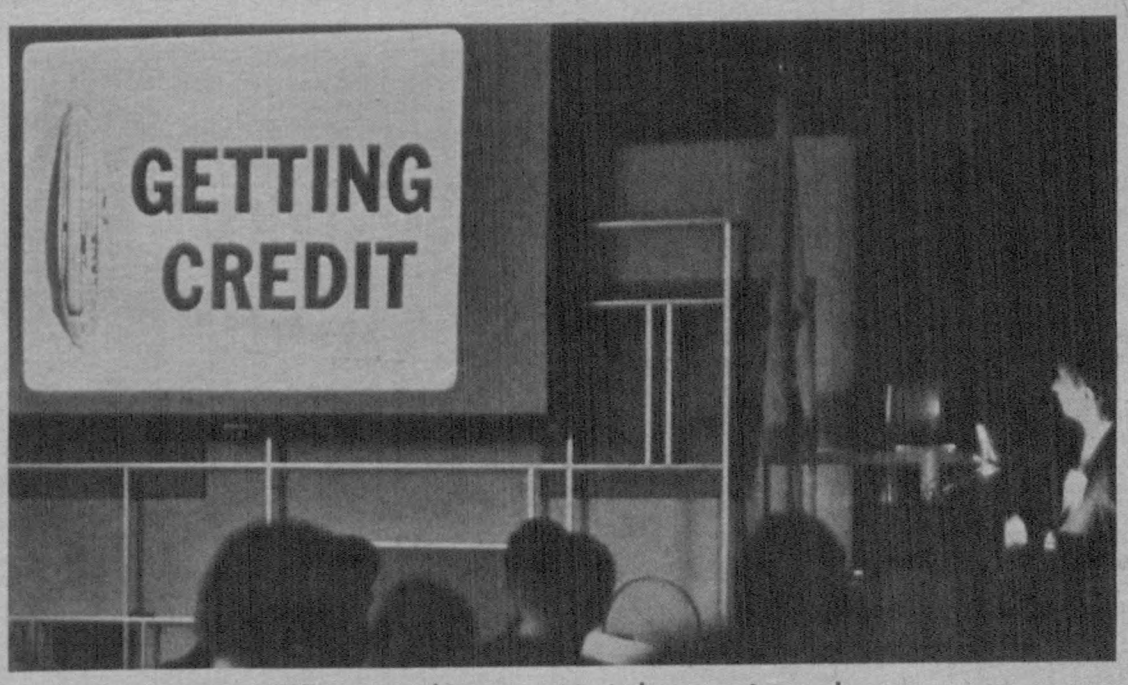
A candidate must have been a member of the NEA for the five-year period immediately preceding his candidacy; he must also have been a member of his state and local affiliate, if such memberships were available to him, for the same period of time. All candidates who file will receive a copy of NEA rules and guidelines for the conduct of campaigns, Miss Rogers announced.

Directors of pupil transport organize national association

Thirty-two state transportation directors formed the new Association of State Directors of Pupil Transportation Services at a November meeting in Miami. The program for the meeting, sponsored by the NEA National Commission on Safety Education, included speakers from the U.S. Office of Education, the U.S. Department of Transportation, the 44-state-member Vehicle Equipment Safety Commission, and the school bus manufacturing industry.

Newly elected association officers are J. Pope Baird, Florida, chairman; Orville G. Parrish, New Jersey, vice-chairman; J. L. Eidson, Arkansas, secretary-treasurer; and directors-at-large, Carl W. Warner, Idaho, for two years; and Neal W. McCormick, Colorado, for one year.

Committees have been appointed to develop a constitution and bylaws and to plan financing for the association. Site of the 1969 meeting will be Phoenix in November.



NEA teaching materials previewed

Some 50 guests representing government agencies, educators, publishers, and NEA units and departments recently previewed one of the packaged courses in a series just issued by NEA's Publication Division and the National Association for Public School Adult Education. The Social Living Skills series includes three comprehensive multi-media packets designed to give students basic information about consumer education, health and nutrition, and practical government. The materials are already in use in adult basic education classes, high schools, and antipoverty programs throughout the nation.

Oregon teachers endorse report on human rights

The Oregon Association of Classroom Teachers has endorsed the NEA Report of the Task Force on Human Rights, thus becoming the first state classroom teacher group to back the report. The OACT acted on November 9 during its annual fall conference.

The Oregon resolution states:

"Whereas, Oregon has consistently provided leadership in Human Rights, and

"Whereas, there is still much to be done to eradicate discriminatory attitudes and practices, therefore

"Be it resolved that the OACT endorse and implement the NEA Report of the Task Force on Human Rights through the Oregon Education Association Commission on Human Rights and Responsibilities."

Oregon political clinic draws 250 teachers

Betty Cobb (left), of the Springfield (Oreg.) Education Association, and Bebe Lake, of the Tok (Alaska) Area Teachers Association, compare notes during a three-day political clinic last month in Eugene, Oreg. The clinic, sponsored by the NEA Citizenship Committee, drew some 250 teachers from western and northwestern United States.

NEA Associate Executive Secretary Allan M. West (left) congratulates Charles Roveto (right), vice chairman of the California Teachers Association's Political-Citizenship Responsibilities Committee. Between them are (left to right) Chuck Wilbur, local clinic co-chairman, and Robert T. Krueger, NEA Citizenship Committee chairman.

Former NEA President Pearl Wanamaker, a consultant at the clinic, gives the charge to participants at a Sunday morning session.

Photos by Lewis Foto, Eugene

Calif. college teachers call sanctions alert

The California College and University Faculty Association announced a sanctions alert on the state's system of public higher education November 16.

The action was taken by the Representative Council of the 1,900-member CCUFA, a department of the California Teachers Association. Unless the governor and state legislature dramatically improve the financing of higher education in the next year, according to CCUFA Executive Secretary Robert Phelps, the association may declare the state's nine university and eighteen state college campuses "unfit places for professors to seek employment."

Three major CCUFA grievances are that:

- A large number of qualified students are being turned away from college because of a lack of teachers, equipment, and facilities.
- Low salary schedules and inadequate fringe benefits are making it difficult to attract and retain qualified faculty.
- Workloads have overburdened both faculty and administrators, and are contributing to an "erosion of quality education."

CCUFA demands a 20 percent salary hike over the next two years, improved fringe benefits, and a major attack on other problem areas.

Less than two weeks after the "sanctions alert" was declared, the State College Board of Trustees approved a 16.6 percent increase in salaries and fringe benefits for the 1969-70 academic year. The pay hike would put the California state college system within the top 25 percent of competing institutions.

The trustees' action must now win approval by the Coordinating Council for Higher Education and by the state legislature and governor.

State associations' council plans stronger programs

Presidents and executive secretaries of state associations analyzed, discussed, and recommended action programs to strengthen state associations at the third annual meeting of the National Council of State Education Associations held in November in Las Vegas.

Bylaw amendments were adopted to:

- Assure continuing black representation in NCSEA.
- Grant nonvoting membership on NCSEA's executive board to chairmen of five affiliated staff organizations: editors, field service, public relations, research, and special services.

Other actions included concurrence with the NEA Executive Committee action in rejecting merger talks with the AFT, and approval of the consideration of a resolution calling upon the U.S. Senate to adopt the universal Declaration of Human Rights. Action was also taken to urge President-Elect Nixon and members of Congress to support NEA's $6 billion federal aid to education program.

New NCSEA president is A. C. Dawson, executive secretary, North Carolina Education Association, replacing Nicholas E. Duff of Minnesota.

NEA backs teachers via NAACP

NEA's DuShane Emergency Fund recently provided more than $31,000 for legal services to teachers in eleven cases, several involving the failure of school systems to rehire Negro teachers displaced during desegregation. The money was channeled through a fund operated by the National Association for the Advancement of Colored People. Above, NEA President Elizabeth D. Koontz presents a $31,254 check to Jack Greenberg, director-counsel of the NAACP Legal Defense and Educational Fund, Inc. Use of the DuShane money through NAACP continues an arrangement made years ago by the predominantly black American Teachers Association, which merged with NEA in 1966.

In San Jose

Teachers look at minorities

The problems of Mexican-American students closed the 54 schools of San Jose, Calif., on Wednesday, November 20; those of black Americans closed the 36,000-pupil system on Wednesday, December 11.

No one has demonstrated, protested, or called a strike. Instead, the district's 1,650 teachers attended institutes sponsored by the San Jose Teachers Association, with assistance from the California Teachers Association and NEA.

The two full-day sessions were designed to sensitize teachers to cultural differences, problems, and attitudes toward education of the two minority groups.

Schools will close early on three days between January and May to provide follow-up. In addition, groups of teachers will work with minority students on Saturdays and during vacations.

NEA Mutual Fund assets now exceed $13.3 million

As of December 2, the NEA Mutual Fund had total assets of $13,389,778. The net asset value per share was $12.52 and the offering price was $12.78. The number of shareholders on November 30 was 9,790.

For a free copy of the prospectus of the NEA Mutual Fund, members may write directly to the Educators Fund Management Corporation, 1156 Fifteenth St., N.W., Washington, D.C. 20005.

Nursing award deadline nears

December 31 is the deadline for nominations for the three school nursing awards given annually by the American Association for Health, Physical Education, and Recreation and the Schering Corporation. Information is available from AAHPER's National Council for School Nurses at NEA Center.

NEA job locator forms available

Educators seeking positions may obtain Form T, the questionnaire for NEA's computer-based job locator service, from NEA*SEARCH at NEA Center. The service matches educators and jobs throughout the nation and overseas.

Members may register with NEA*SEARCH at a reduced rate through January 1. Students seeking their first teaching position may also register at a lower rate.

Employers may request Form V to register their vacancies.

Book offer continued

The NEA Book Purchase Offer is still open. It covers a wide range of interests and includes more than 70 titles. The complete list, plus a mail-back form for ordering, may be obtained from NEA Book Purchase Offer, Room 915, 1156 Fifteenth St., N.W., Washington, D.C. 20005.